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NEW YORK AND CHICAGO.

VOL. XLI.—NO. 4.  
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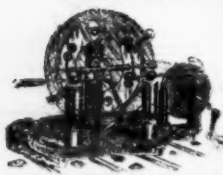
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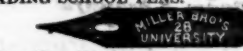
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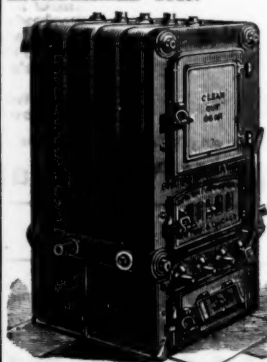
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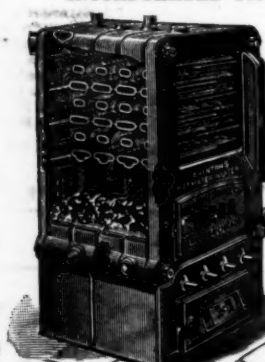
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New York, August 9, 1890.

### CONTENTS.

#### EDITORIAL.

Educational Journals—A Demand for Better Teachers—The Meeting at St. Paul—Southern Educators—Home Arts.	51
NATIONAL COUNCIL OF EDUCATION	52
NATIONAL TEACHERS' ASSOCIATION	54
A Looker-on at St. Paul.	55
THE SCHOOL-ROOM.	
Compositions.	56
Methods in Reading. By E. H. F.	56
A Lesson on Boats.	57
Charles Dudley Warner.	57
Sketches of Noted Persons.	57
OUR TIMES.	58
Of Special Interest to Pupils.	58
EDUCATIONAL NOTES.	59
New York City.	60
BOOK DEPARTMENT.	
New Books.	60
Reports.	60
Announcements.	60
Catalogues and Pamphlets Received.	60
Magazines.	60

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AFTER all that has been said and done, the year 2000 will find a good many teachers without an educational journal; and it will be the "old-timers," if such an irreverent term be allowed. The "new-comers" see the importance of knowing the new ideas, and subscribe with but little persuasion. It is the old schoolmaster that lives in the backwoods that beats the record for not taking an educational paper. One of these remarked to an agent, "I've taught school for thirty-two years and never took one, and don't think I shall." Next to these come the principals and teachers in city schools, where there is the course of study followed as the iron track is followed by the locomotive. The principal is at the top, and why should he seek to know more? The assistants go up as those above die, resign, or get married. Their progress does not depend on what they know about teaching.

The thoughtful teacher sees that the teaching field is an enormous one, and that he can learn something about it from the experience of others. He sees that Dr. Arnold knew what he was talking about when he said that a student, like any one else, prefers to drink from a running spring rather than a stagnant pool. The teacher who reads and studies about education makes his mind a living spring.

IT is understood that President Merrill E. Gates, of Rutgers college, New York, will accept the invitation tendered him to become the president of

Amherst college, Mass. He has also been urgently invited to take the presidency of Oberlin college, Ohio.

There is surely food for reflection here. It certainly seems that there is a scarcity of men competent to take charge of colleges. And what is true of colleges is true of high schools, academies, and even district schools. No doubt there were plenty of men who felt competent themselves to manage Oberlin and Amherst, but the trustees of these institutions felt differently.

The watchword of THE JOURNAL has been "better teachers;" and now we have an exemplification of the demand that was prophesied would arise. There is a demand for "better teachers" all over this country. That there is not an increase in salaries to warrant the demand has nothing to do with the matter. It is not probable that Amherst will pay Mr. Gates a larger salary. It simply says, "We want the ablest college president we know, and we deem you to be the man."

It seems to be in the air, "Better men, give us better men." There are churches vacant, the people preferring to have no preaching rather than have poor preaching. It is plain that this demand for "better men" will be met. The fittest will be selected, and the rest will strive to fit themselves better.

A very pathetic letter just read says, "What shall I do? I am well on in years, but I must improve myself in teaching. I feel the demand for teaching the new ideas better, and I must do something during the coming year. Where shall I go? Is — normal school the best?"

This probably expresses the feeling that pervades many minds. There is no mention here, you see, of a determination to get more money. It is simply an expression of a determination to be worth more. There is a vast number who are asking for more pay than they get, without having done a thing to make them worth more.

Here is much food for thought. The scholastic year will end this month. Beginning with September, the suggestion to "become better teachers" will be reiterated in these pages. It is a maxim that will have momentous importance to many an earnest teacher.

THE reader of the proceedings at St. Paul, as they appear in our columns, cannot but come to the conclusion that American teachers are full of energy and full of faith in their profession. It will be worth while to look over the subjects that were taken hold of, and discussed more or less thoroughly. It has been supposed by many that psychology had been suddenly seized upon by a few, only to be as quickly dropped. The study of it has been called a "craze," yet one of the best discussions seems to have been on this dry subject.

Examinations have been decried and defended; they were placed before the teachers by a clear thinker, and their value discussed in a temperate and reasonable manner.

Education in art has been receiving a very great deal of attention lately; in fact, it is one of the pillars of the new education. It is claimed by some that it has no value in character building. One of the speakers aroused no small interest by declaring that it was a potent influence in developing the moral side of our nature. A large number of teachers will go home far more disposed to study drawing than ever before.

Compulsory education has never been popular in America. The state superintendent of Wisconsin is strongly in favor of it; the state superintendent of Texas as firmly opposed. Both men look at it from the standpoint of experience and careful estimate of American habits and feelings. Probably the teachers present were much in doubt before

they came to the meeting. They will depart in doubt. It cannot be said that it is likely to be adopted by the people; it will be discussed for many years yet.

The subject or the method, which is more important? Is the "how" or the "what" to be principal? It is an old theme, yet it was discussed as though entirely new. As often as the association meets there will be those who declaim against shallow teachers, and also those who despise the heavy scholar who knows nothing of method, and cares less for it.

These subjects were before the main meeting, there were besides some fifty papers read in the nine section meetings, followed by discussions; so that there was considerable attempted by this association—more than before, we think.

The object is not to criticize any one of these performances. There was an earnest attempt to do a good thing. Very many able men and women were summoned from all parts of the country to give of their best. They have uttered their thoughts; whether these utterances will effect much change in methods, is a question. Whether other men and women could have been found who would have shot nearer the mark and reflected the thought of the day more clearly, is a question. It is not an easy thing to know who are the best educational thinkers of this country. Such occasions bring them out. In the course of time we shall know whom to follow. The best outcome of such a meeting will be the education of a corps of educational leaders.

THE absence of Southern educators was very noticeable at St. Paul this year. The election of Mr. Garrett will not overcome the want of interest in the association that is felt at the South. With the exception of a few cities, the methods at the South are many years behind those at the North; this is necessarily so. They are like a new country that lacks in material prosperity; they have little money to spend on schools, and little time to think of them, and then, besides, the subject of public free schools is a new subject at the South.

If they come to such a meeting, they find themselves with teachers who have studied the public school problem for half a century, who are from cities where the money is expended with a lavish hand, who discuss subjects with a power and from standpoints that are unknown to our Southern brethren. If it was a subject which demanded eloquence they would be at home, but it demands hard study and hard logic, and they know it and feel it.

But the time is fast coming when the material prosperity of the South will bring an era of educational prosperity. The Southern teachers will have mastered all the pedagogical knowledge possessed by the teachers at the North; then they will want to meet with us. We can wait for that time.

"HOME ARTS" is the title of a movement among not only teachers, but many cultivated people in England. The object is to interest and educate children and parents in cooking, temperance, home amusements, drawing, decoration, music, harmony of colors, health, sanitation, nursing, etc. These are things that help on civilization, comfort, happiness, and make life worth living. Some of the newspapers, like the *Times*, favor it. Such a movement headed by so powerful a paper, will react on the public school curriculum, and modify it. By and by the sleepy pedagogues will wake up and look around them. Supt. Balliet humorously tells of a guideboard that was put up marked, "One mile to Philadelphia." Though now surrounded with fine city structures, it still points down the street, and mumbles the same words it did fifty years ago.



## National Council of Education.

The National Council of Education began its four days' session in the chamber of commerce rooms, St. Paul, Minn., at 9 o'clock Friday morning, July 4. President Selim H. Peabody, of Champaign, Ill., in the chair, and State Superintendent Kiehle, of Minnesota, acting as secretary. The session opened with prayer by Prof. J. L. Pickard, of Iowa, and Chairman Merrill, of the St. Paul executive committee, extended a hearty welcome to the members of the council. President Peabody addressing the council said "he had recently been in Europe and he believed that he came back a more earnest, a more intense American. The young people of this country did not appreciate the privileges that were theirs because they were born and trained in this land.

### SUPERINTENDENCE IN CITIES.

Dr. E. E. White presented the report on school superintendence in cities:

"A careful study of the development of institutions discloses the presence of two apparently diverse processes—a combination and unification for general purposes, and a division or differentiation for special ends. These two processes are evident in the development of all the institutions and enterprises of modern civilization. Herbert Spencer confidently affirms that the second of these processes, which he characterizes as 'a differentiation of structure and a specialization of function,' is the law of all growth and progress.

"In its primitive condition education was an individual or family affair, but in the increase of population and the progress of society the principle of combination appears, and the result was the school—the one-teacher school, the representative of the family, and modeled after it.

"The next step in this development, or evolution (if the term be preferred), was the organization of schools for different classes of pupils, as the college for more advanced pupils; the academy as a preparatory or fitting school, and numerous local elementary schools, with one teacher, all private and independent. At last came in the principle of integration and unification, and the state assumed the function of public education, and the state school was the grand and beneficent result.

"At the first the administration of public schools in cities was entrusted to boards of education, and under the authority and limitations of state law, these boards were invested with all needed functions, legislative, executive, and judicial.

"How far has school administration in our cities departed from this primitive organization—an organization in which, as Supt. Maxwell of Brooklyn strongly puts it, 'the board of education serves several purposes and performs none of them well'? In Dr. Hinsdale's very able paper read before this council in 1888 (and assigned for further discussion at this meeting), it is said that 'school administration in cities is still organized essentially as it was when the cities were villages.' So far as legal organization is concerned this statement is true with very few exceptions, and this primitive organization has been continued notwithstanding its known failure to give cities an effective school administration. It is confidently asserted that there is not a progressive and advanced system of city schools in the country which has been immediately administered by a board of education.

"It may be true that the great majority of school-boards have not a very lively appreciation of their incompetency in these directions, but the encouraging fact is that an increasing number of boards are committing these supervisory and executive duties to superintendents and principals, and this delegation of administrative duties is now authorized in several states, and in at least one instance is required by state law. The office of superintendent of schools now rests in nearly all of our cities, and the superintendent has generally the oversight, if not direction, of school instruction and discipline.

"While the superintendent is nominally entrusted with the running of the schools, he is required to do this 'under the direction of the board,' or what is more common in practice, under the direction, often the instruction, of its several committees. Instead of determining as an expert what is best to be done in his department and then doing it in the most efficient manner possible, he is required to submit his plans to those who may have neither the training nor the experience requisite to judge of their value, and this necessitates the neglect of administrative duties to inform and manage committees. As the list of non-approved recommendations increases, the professional zeal of the superintendent diminishes. It is not surprising that so many really capable superintendents settle down to the running of the school machine as it is."

Dr. White here quoted from a paper read by Supt. Maxwell before the National Department of Superintendence in New York City last February, in relation to the manner in which superintendents' efforts are sometimes nullified and then continued:

"It certainly would not be difficult to select from the hundreds of cities in the country a somewhat imposing exhibit of these 'specimens.'"

"It is the belief of your committee that the experience of the cities of the country now affords a sufficient basis for the wise application of Mr. Spencer's vital law of progress to school administration; that the time has fully come for the differentiation of the department of school supervision and its organization with well defined functions and powers. The more important duties which have been increasingly committed to superintendents, directly or indirectly, are the direction and improvement of school instruction and discipline, and to this end the training and stimulating of principals and teachers, the arranging and perfection of courses of study, the selection of text-books and teaching appliances, the promotion and classification of pupils, and last, but not least, the selection and assignment of teachers.

"Take as an illustration the several plans by which the superintendent may become primarily responsible for the selection and

assignment of teachers—the most important duty connected with school administration.

"1. The superintendent may be required to select and name to a standing committee of the board the person whom he believes to be best qualified to fill a given position.

"2. The superintendent may select teachers for specified positions and submit their names directly to the board for its approval.

"3. A more radical plan is the vesting of the selection and appointment of teachers wholly in the superintendent, the same not being subject to the formal approval of the board.

It is to be observed that no one of these plans, the third possibly excepted, gives the superintendent the power to employ teachers. He enters into no contract, and he neither fixes nor pays salaries. His functions are initiative, not final and binding. It has been suggested that a better initiative function for the superintendent is the examining and licensing of all persons who may be appointed teachers.

"The licensing of teachers is one of those special functions of school administration which should be under the direction of the state department of public education. The qualification of all applicants for the teacher's high office, should be determined by a board of experts, at least three in number, and acting directly as agents of the state."

A general discussion of the paper was then begun. It was opened by Aaron Gove, superintendent of the Denver, Colo., schools, who said the sentiments of the paper went toward despotism in the management of the schools. Continuance in office is an essential to good work on the part of the superintendent, but the people of this country would not stand tyranny for any length of time; therefore he cannot have the power given him by this paper.

Dr. White here said that there was nothing dictatorial in the paper, and that he was not responsible for what the speakers might put in it.

One of the members of the council said that the system of administration in many cities was old-fashioned and was suitable only when the city had been a village, when the question of buying a water pail or a tin cup was in the province of a board of education. Such things are wholly preposterous in a large city.

Dr. W. T. Harris, United States commissioner of education, said:

"The higher an organism the more it specializes. In the school question the superintendency is the link between the city and school organizations. How shall we perfect the link of superintendency? By making him more independent of the local board, or in a political line? I do not think that legislation in this manner will help it any. The making of an educational politician is the proper way, using the word politician in a good way. The lifting of the superintendent above the school board is the most important proposition, and from this may come good or evil; good, if the system gives the school teacher a chance to become superintendent; if he is elected by the people he must be two-thirds a politician. If he becomes a state officer the teacher doesn't get a chance to become superintendent. As soon as the functions of an office are changed, the character of the holder is changed."

Dr. White here said there was nothing in the paper to put the superintendent above the school board.

Prof. Fitzpatrick, of Leavenworth, Kan., said that the superintendent had the nomination of teachers in most cities, and the committee on teachers' appointments are told to report favorably on the names the superintendent may give for reappointment or election.

F. Louis Soldan, of St. Louis held that wisdom and prudence give the superintendent a permanent position and the appointive power to a committee.

Supt. J. M. Greenwood, of Kansas City, claimed that the questions involved in the paper are carried out every day in many cities of the country. If the superintendent is under control of the state how can he be under that of the board? The let-alone system should be adopted.

Miss Martin, of San Francisco, said the important thing to be looked after is not the appointment of teachers, but to see whether their work is satisfactory and they should be retained or not.

Secretary Garrett, of the National Educational Association, asserted that state legislation had made nothing more than inspectors of the county and state superintendents.

Dr. White in closing, said the boards of education when they first fixed courses of study were met with objections that they were riding over the people, but every one now looks upon this as a necessity. The perils pointed out were for the most part in the imagination. The chair appointed the following committees:

On nomination of members.—Mr. White, Ohio; Mr. Pickard, Iowa; Mr. Rounds, New Hampshire.

On nomination of officers.—Mr. Allyn, Illinois; Miss Conway, Tennessee; Mr. Baker, Colorado.

On auditing of accounts.—Mr. Hinsdale, Michigan; Mr. Stevenson, Kansas; Mr. James, Nebraska.

### EDUCATIONAL LITERATURE.

At the Friday afternoon session the report of the committee on educational literature was presented by the chairman, Hon. W. E. Sheldon, of Boston, Mass.:

In considering the subject it was deemed best to make the following divisions:

1. A definition of "educational literature," or what is properly comprehended by that term.

2. The value of educational literature to the student of education and to the professional teacher.

3. The direct and indirect influence of educational literature, as defined, upon the American systems of education, which have for their primary aim the training of good citizens in the republic.

4. The mission of reading circles as a means of dissemination of correct principles of education, and also as a means of creating public sentiment in favor of universal culture.

In accordance with the above plan one of the above topics was assigned to an individual member of the committee, and the results of the consideration secured by this action, were combined into a report.

The definition of educational literature was made by W. H. Payne, LL.D. A cook book, a city directory, a gazetteer, or a railway guide, is to be included in the literature of knowledge; while "Thanatopsis," "The Excursion," "Emerson's Essays," and "Hard Times," belong to the literature of power. In both cases there will be instances of mixed types which can be classified only with difficulty. An educational classic has this annotation: First, it deals with principles rather than with facts; second, it is intensely persuasive; third, it is epoch-making and reproductive.

F. Louis Soldan, of St. Louis, treated of the value of educational literature to the teacher and student. He divided educational literature into the following three divisions:

A course of professional reading would include typical works of each of the following classes:

1. Educational observation—natural conditions of education; physiology, especially that of the nerve system; records of the education of individual children—empirical psychology.

2. Educational speculation—ethics; rational psychology; theory of education, or pedagogics; history of educational theories.

3. Educational practice—school keeping, school laws, school hygiene; instruction, course of study, methods of teaching, methods of discipline, devices and apparatus; history of educational practice.

The value of educational literature to the student of education and to the professional teacher was discussed by William Sheldon, of Boston. He said:

1. Every student of education and every professional teacher should possess a library of carefully chosen educational books.

2. The basis of such a library should be works of standard value, relating to psychology and pedagogy.

3. A scientific knowledge of the mind, combined with native instinct and tact, will enable the professional teacher to do the right thing at the right time, and make his work more effective than it could possibly be without this knowledge.

4. The literature which gives to the student and teacher a knowledge of the science of education is of supreme value, because by the aid of this knowledge he becomes fully conscious of the application of means to an end.

5. A knowledge of the science of education will guide and direct students and teachers to right methods of instruction.

6. The need of our time is for more scientific and philosophic teachers who are thoroughly and broadly trained in mental science and are conversant with the literature of psychology and pedagogy.

7. The student of education and the professional teacher, should include in his library of educational literature, for reading and study, not only works on the science, philosophy, and history of education, but they should be in possession of the best books relating to school economy, including school supervision, discipline and management, manuals of methods, etc.

8. Books relating to moral education and the best means of building the individual character, and also works on the civic duties of good citizenship should be regarded as of the highest educational value.

9. Every teacher's library should contain the best works of reference, encyclopedias, dictionaries, and the latest and best school text-books, also standard works on literature, history, biography, and science.

W. R. Garrett, of Nashville, Tenn., discussed the value of educational literature and its direct and indirect influence upon American systems of education:

"A foreigner would be struck with the similarity between the forty-two independent state systems of education in the United States. He is led to inquire, 'Whence comes this assimilating force?' He would find the solution in the working of popular educational agencies. Prominent among these agencies is our educational literature. The creative functions of American literature were touched on, and the rise and development of educational literature and current educational literature received attention. He treated of the influence of educational literature, dealing first with its direct influence on education, and, secondly, with its indirect influence in molding public sentiment."

### THE TEACHERS' READING CIRCLE.

"The Teachers' Reading Circle in Education" was the subject of a paper by Mrs. D. Lathrop Williams, of Delaware, Ohio. Following is an abstract:

First—It may be made the means of furnishing a course of reading and study, in educational as well as general literature, to such persons as are preparing to teach, who cannot avail themselves of the advantages of a training or normal school.

Second—The reading circle can be made a means of culture and development, to teachers who have completed a course of professional training before entering upon their professional work.

The course for the graduated educator should consist largely of the best literature, culture books, history and philosophy, essay



and biography, poetry, and fiction. One mission of the teachers' reading circle is to quicken the teacher's thought so as to broaden and intensify his influence with his pupils, and, unconsciously, to inspire them with a love for literature that will lead them to read the books of the great writers in every department of human knowledge.

An interesting discussion followed in which Supt. Greenwood, of Kansas City, Commissioner Harris, of Washington, Dr. White, of Cincinnati, W. R. Garrett, of Nashville, F. Louis Soldan, of St. Louis, G. P. Brown, of Chicago, and Mrs. Williams, of Cincinnati, participated.

The third session was opened Saturday morning, about sixty members being present. The following was presented to be acted on later:

**Resolved:** That the president of the council be instructed to set apart a half day's session of next year's meeting for the reading and discussion of volunteer papers.

Mr. Brown's report on the paper, and the discussion on "The Supervision of Schools in Cities" was received and ordered printed. The council accepted an invitation to visit the "Mill City."

#### THE CO-EDUCATION OF THE SEXES.

The report of the committee on the education of girls was presented and read by the chairman of the committee, John Hancock, of Ohio, in the form of a paper entitled "The Co-Education of the Sexes:"

"There has been in the United States, of late years, a wonderfully rapid development of public opinion in favor of the co-education of the sexes, until this opinion is now well-nigh universal. Opinion in European countries is following our lead, but more slowly. Yet our practice lies behind our theory. In many cities separate high schools are yet maintained, and in a large number of schools where boys and girls recite together they are seated in different rooms for study.

Co-education is founded on philosophical principles, and experience has confirmed its advantages. Connected with co-education is a question even more important—that of identical education. But the two are not interdependent.

The leading objections to the identical education of the sexes are: First—That women do not demand an education equal to that of men.

Second—That though women desire as much education as men, they wish it to be of a different kind.

Third—That they have not the mental capacity to obtain an equal education; and

Fourth—They have not the physical strength to compete with men for it.

The logic of events has shown the first three of these objections to be without foundation, and that unreasonable stress has been laid upon the fourth. The last objection can be entirely removed by a thorough physical training of girls through exercises which shall be compulsory, and shall be directed by the most enlightened science. Vigorous health, not great strength, should be the central object of these exercises. Without such a system of physical training, any course of study requiring mental activity of a high order will work harm to individual students. And this is true of boys as well as girls.

Your committee has reached the conclusion that the sexes should be educated together in all schools of general learning, and that the education in all essential particulars should be the same for both."

Miss Nicholson, of Indianapolis, opened the discussion by admitting that while the duties and lives of women were divergent from those of men and tended more to domestic life, she asked when, if at all, should their special education commence, and what should it consist of? This question she asked with the view of eliciting some information on the subject, and hearing it discussed.

Robert Allyn, of the normal school of Carbondale, Ill., pointed out that the schools of manual training were almost exclusively for the use of boys. He would like to see the industrial education of women provided for, and then they would not be turned out almost entirely helpless in regard to men's work.

B. A. Hinsdale, of Michigan, drew the attention of Mr. Hancock to the fact that in the higher education of the sexes there was not a nation of Europe which was not more advanced than England in the matter of co-education.

C. C. Rounds, of New Hampshire, said that he found at Oxford last year over two hundred women students attending summer schools, though it depended upon the personal sentiment of the various professors whether women could take advantage of the regular course lectures open to men. In France, he declared, there was only co-education of the sexes as far as is necessary.

W. T. Harris, of the United States educational commission, spoke interestingly of the progress and present status of co-education in the United States.

Messrs. H. J. Baldwin, of Texas, Gove, Soldan, Hancock, and White, took part in the discussion.

At 1:30 P. M. Saturday, the council took the train for Lake Minnetonka, reaching there at 3 o'clock. At 3:30 President Peabody called the meeting to order at Hotel Lafayette. Langdon S. Thompson, of New Jersey, who was to have read a paper on "The Professional Function of Polytechnic Schools," was absent, so there was no

regular business before the council, and suggestions were called for, for a subject of discussion. Several subjects were suggested, among them one by Mr. Harris, "Into what committees should school boards be organized, and whether any of them should be local committees?" The subject was set aside for a time to consider that of the printing of reports, etc. The following was finally adopted:

"That the president be authorized to secure the publication of papers and reports upon slips or otherwise, and to have copies delivered to the members of the session immediately before the session of the council."

Resolutions of thanks were tendered to the managers of the railroad and the host of the hotel, after which the meeting adjourned to allow the members to inspect the lake and the grounds.

#### ELEMENTARY EDUCATION.

On Monday morning Asst. Supt. N. A. Calkins presented the report of the committee on "Elementary Education:"

"A careful inquiry into the conditions of children on their entrance into any grade of the schools, and the purposes and aims of school training, is necessary to determine what is essential to their educational progress. The chief purpose of elementary school training should be the development of the several powers of mind and body in harmonious strength and activity. Remembering these facts, the skillful teacher will proceed first to ascertain whether or not the senses of sight and hearing are in a normal condition, and whether the mind acts readily through sight, hearing, and speech, in forming and expressing correct conceptions. In arranging suitable exercises for mental, physical, and moral training with a view to securing the best results in development, distinction must be made between that which is already known and that which is unknown to the pupil, and care must be taken that the known and the related unknown shall be closely joined in the progress of instruction. With the foregoing limitations the course of study becomes the guide as to the principal subjects that should be used, and the existing conditions of the pupils determine the particular manner of using the subjects for accomplishing the best results in the development of their several powers.

"Physical training demands the first consideration. The school-house should supply the conditions for health; the teacher must guard their use through proper supply of light and air, and through correct positions of the pupils in standing and in sitting, and by suitable exercises. There should be given such instruction as the pupils can understand and appreciate relative to all hygienic matters that will aid them in sending out from our schools boys and girls with physical development equal to the demands of life. Intimately connected with physical training is such attention to ear and voice training as will lead to distinctness of enunciation, to correction of faults of utterance, to training pupils how to breathe with ease while speaking and singing, and also how to speak with appropriate tones of voice in reading as well as in conversation.

"Training in language should be given in and through lessons in reading; leading pupils to examine their reading lessons, not only to find the individual thoughts represented, but the group of words used to represent each thought will cause them to discover the meaning of that which they read. Through such an analysis of language as may appropriately be taught in connection with reading lessons and supplemented by other exercises, oral and written, a more practical knowledge of language, of its structure and modes of expressing thoughts clearly, of its grammatical forms and logical order, may be obtained, than through definitions and rules of grammar. In arithmetic, it is essential to a clear understanding of number that the pupils shall learn through the use of objects what number is, and how numbers may be represented by figures. Great care should be taken that the pupil be made to recognize the decimal arrangement of numbers at each stage of his progress. Geometry should be taught in the elementary school, beginning with lessons in form, and progressing through a course of instruction which will furnish the graduate of the common school with such geometrical concepts and facts as are needed by all. The course should be one of observation, construction, and representation, rather than one of demonstration. Yet the process of training in logical thought and expression, through form, will lead to practical demonstration. A knowledge of the elements of natural history and of physical science should be assured to all who complete the common school course. The instruction should begin in the lower grades.

"No course of instruction is complete which does not provide for moral training. Indications of character should be studied in the pupils, and these indications duly considered in devising means for developing in the pupils habits of right thinking and right action. Faults must be overcome by developing good qualities. The moral sense and judgment of the pupil should be cultivated by his habit of judging of his own conduct, as well as of the conduct of others."

In discussing the report, Mr. Brown, of Illinois, spoke of the so-called distinction between language and technical grammar—a distinction which is difficult to find. All language teaching is grammar teaching.

W. E. Sheldon urged the necessity of discussing the subject of physical training in the schools. There was no subject more important than this.

Com. W. T. Harris did not favor the new system of physical training found in calisthenics. He wanted the old recess, which relieved the students from the constraints of the school-room. The training of the vital organs is best accomplished in outdoor exercises. Nothing can take the place of the recess.

Z. Richards, of Washington, D. C., called attention to a much-needed physical development in the use of the mouth, and in controlling its muscles.

Supt. J. M. Greenwood, of Kansas City, said that while he believed in the school having plenty of outdoor exercise, he still believed in calisthenics.

Dr. Allyn, of Illinois, thought the moral training of the child should begin very early in life. This training must be in the home. The teacher's work could be nothing more than supplementary.

#### CITY SCHOOL SYSTEMS.

On Monday afternoon Dr. B. A. Hinsdale made a report supplementary to one made in San Francisco in 1888:

"The relations of the people to the school system are fourfold: 1. They delegate to the legislature power to constitute a system of schools.

2. The legislature constitutes the system, delegating to local boards power to organize and conduct them.

3. The board delegates instruction and discipline to teachers.

4. The people elect the members of the legislature, and commonly the members of the board. They also exert a strong, direct influence upon the legislature, the board, and the teachers.

"The report was devoted mainly to the board, and three topics were considered:

"1. 'The Constitution and Powers of the Board.' These must depend to a degree upon the organization of the local government. The town system of New England, the county system of the South, and the compromise system of the Middle states and the West, materially influence school legislation in those grand divisions of the country. City school systems, however, are in a measure withdrawn from the state systems, and so are more

homogeneous than the country schools. All school boards, however, to be efficient, must be clothed with legislative, judicial, and executive powers.

"2. 'The Selection of Board Members.' This is an important and difficult problem. The popular election plan presents three varieties—ward or district election and representation, city election and representation, and a combination of the two. Sometimes the election plan has worked well; again, it has signally failed.

"The appointive plan represents four species: Appointment (1) by the city council; (2) by judges of the courts; (3) by the mayor; (4) by the mayor, by and with the consent of the council. The great objection to the election plan is politics in one or both of the two forms—partisan politics and school politics. The appointive plan would centralize power and responsibility, and centralization is the idea that underlies the so-called 'federal plan' of city government.

"3. 'Mode of Board Administration.' The board should delegate most executive and judicial powers and functions to executive departments, and confine itself mainly to legislation. These departments should be three in number: (1) Finance, accounts, and records; (2) construction, repairs, and supplies; (3) instruction and discipline. Each one of these should have its own head, clothed with power and responsibility, and these heads should be the board's sole executive agents within the limits of their several departments. The superintendent of schools should appoint the teachers by and with the consent of the board."

Dr. Hinsdale said further that our present methods of school board administration are exceedingly defective, and that they are not improving is generally conceded by those most competent to pass an opinion on the subject. American cities are governed more expensively, more inefficiently, and more corruptly than the cities of any other civilized country. The schools will not be taken out of politics until the other branches of the city government are taken out of politics likewise. Here and there, owing to the operation of special causes, the schools may be well administered while the clutch of the politician is on the city's throat; but, as a rule, the business side of the public schools will be conducted in much the same manner as the business side of the city government.

It is a striking fact that the best governed city in the United States (Washington) is a city where the ballot box is practically unknown, and where the citizens have no direct voice in the government. As a class, educators may not be able to deal with the large subject of municipal reform, but it is important that they shall understand the bearings and relations of their own peculiar problem.

Dr. Harris thought that the success of the public school system relied upon a good set of politicians—a set that would not stain themselves with any iniquity.

Dr. White said the trouble was that bad men interfered with politics; the good men had too much business, and the city government fell into the hands of the bad men.

Dr. Hancock said they must reach the people; that is where the reform must begin. He favored the election of boards of education who were justly given the power to represent the people in their dearest interest.

Dr. Woodward, of St. Louis, and Prof. Folwell, of Minnesota University, favored elective boards.

Supt. Greenwood, of Kansas City, explained that Kansas City people kept the school board entirely out of politics. Both political parties endorsed independent men.

The closing session was held Tuesday morning. Prof. Aaron Gove, of Denver, Colo., made the report of the paper by N. A. Calkins, of New York, on elementary education. Owing to the illness of the one designated to write it the report was incomplete. Prof. Gove promised to forward a complete report to the members of the council by Aug. 1, and the matter was left in his hands. Mr. Parr made the report of Monday afternoon's discussion on Dr. Hinsdale's paper on "City School Systems." His report was received and ordered printed. This concluded the routine business of the session and Dr. N. C. Schaeffer, of Pennsylvania, was called upon to read a memorial paper on the late Dr. E. E. Higbee.

The paper was largely a eulogistic biography and contained many interesting anecdotes and reminiscences of the eminent Vermont.

H. S. Jones, of Erie; President Peabody, John Hancock, of Ohio; Dr. E. E. White, of Cincinnati; Dr. Hinsdale, of Michigan; Prof. Greenwood, of Kansas City; Dr. Harris, of Ohio, and Dr. Z. Richards, of Washington; paid brief tributes to the memory of the deceased educator.

The paper of Mr. Schaeffer, which was really in the nature of a report, was approved by the council and ordered placed upon the records.

Messrs. Sheldon, White, Soldan, Brown, and Calkins were appointed a committee on reconstruction of procedure with instructions to report a year hence. The treasurer was instructed to make a detailed report to the president, of the finances of the council.

Dr. E. E. White presented the report of the committee on membership, which recommended that the names of Daniel B. Hager, of Massachusetts; H. S. Tarbell, of Rhode Island; E. W. Coy, of Ohio; Ella C. Sabin, of Oregon, and W. D. Parker of Wisconsin be enrolled as new members. The report was accepted by the council.

A supplementary report of the committee recommended that the following be appointed to fill unexpired terms: W. H. Bartholomew, of Kentucky; J. E. Bradley, of Minnesota, and Lewis H. Jones, of Indianapolis. E. O'Lyte, of Pennsylvania, was recommended to fill the unexpired term of membership vacated by the demise of the late Dr. E. E. Higbee. The council also accepted these recommendations.

Dr. Allyn presented the report of the committee on nominations for officers, which recommended as follows:

For president, Selim H. Peabody, of Illinois; vice-president, A. J. Rickoff, of New York; secretary and treasurer, David L. Kiehle, of Minnesota. Executive committee, C. C. Rounds, of New Hampshire; Joseph Baldwin, Texas; Lily J. Martin, California; H. M. James, Nebraska. The report was accepted by the council which then adjourned until 1891.



## National Teachers' Association.

The thirtieth meeting was held at St. Paul, Minn., July 8, 9, 10, 11.

On Tuesday afternoon the Association was welcomed by Gov. W. R. Merriam, State Supt. W. D. Kiehle, Chancellor Cyrus Northrup, Prof. Irwin Shepard and Rev. Dr. Strong.

Gov. Merriam said:

"In the language of one of America's greatest statesmen, now gone from scenes of earthly activity: 'You find yourselves upon the highlands in the center of the continent of North America equidistant from the waters of Hudson Bay and the gulf of Mexico—from the Atlantic ocean to the ocean in which the sun sets.' Upon this vast plateau, bounded on the east by our great inland lakes, and stretching through an empire to the shores of the Pacific, wonderful in its resources, marvelous in its development and unrivaled in its matchless climate, thoughtful persons have predicted that we may rightfully look, in the coming years for a race of men, unsurpassed in moral, mental, and physical excellence."

Hon. D. L. Kiehle, said:

"We witness this day the fulfillment of Brougham's prophetic words: 'The school-master is abroad in the land.' The two great bodies whom the nation delights to honor are the survivors of the army that saved the nation from dismemberment, and this other grand army of half a million of the purest, most intelligent and self-sacrificing teachers, to whom is committed the future of this republic in the present training of its millions of youth."

### FORMS OF DISCIPLINE ETC.

Prof. B. L. Wiggins, University of the South at Sewanee, Tenn., said:

"It is a question of teachers rather than of subject or method. Normal schools should point out that the power to teach lies in the individual and not in the method. No system however skillfully administered will prove successful. And in management it is the same; if there is need of corporal punishment it must be inflicted. Yet it must be remembered there has been an excess of this."

### PSYCHOLOGY AND PEDAGOGY.

The report of the committee appointed last year was read by Dr. Geo. P. Brown:

"First, nothing is more common than the statement that the function of education is the development of character, but the conception of the meaning of the word character varies from that of a bundle of habits to that of conscious self-activity, disciplined through knowledge and obedience to choose the rational in preference to the irrational. The difference between these views is the difference between a machine and a being potentially a deity, capable of realizing the injunction to be perfect even as the Father who is in heaven is perfect. Second, a distinction should be made between pedagogy and education. The latter includes all those agencies, consciously or unconsciously employed, that influence the life of man. The former is limited to those agencies that are employed in the school. The method of observation must be the method of all scientific discovery, viz., that of firm hypothesis to its verification."

Dr. W. T. Harris, U. S. commissioner of education, recommended that there should be prepared annually a report giving an outline of the educational progress made in psychological progress during the year.

Prof. Charles DeGarmo said as to will training:

"By will training is meant the whole scope of volitional activity both as to volition and also to action. But to act intelligently the mind must have an insight of its own. The reasons of its conduct should not depend on the dogmatic dictum of another. The teacher, especially, should know the bearing of his instruction in arithmetic, etc., upon the training of the will."

### WHAT EXAMINATIONS EFFECT.

City Supt. W. H. Maxwell, of Brooklyn, N. Y., said:

"While it is highly desirable that knowledge should be its own reward it is very seldom that it should be so: the desire for knowledge is an acquired taste. Daily markings by the teacher should be abolished; reviews should be held under the supervision of the principal or superintendent, and only the monthly estimates should be put in figures. The examination should be held only when a subject has been completed. Examinations exercise the reproduction of knowledge. They set up a standard for the pupil and they act as a stimulus for teacher and pupil."

### MORAL VALUE OF ART EDUCATION.

Miss Ada M. Laughlin, teacher of Drawing in the St. Paul schools, said:

"Drawing awakens an appreciation for beauty and truth, and leads to higher ideals in conduct, deportment, and workmanship. The higher our conception of beauty of form the higher will be our ideal of moral beauty."

"Few studies can claim to do as much as music and drawing toward advancing children in paths of peace, obedience and order, giving them present happiness, future occupation and a constantly elevated enjoyment. The lifting power must come from above, and this power of art is one of the greatest by which our material life shall reach its highest spiritual development. The very recognition of beauty is an earnest of immortality."

"All children should be taught enough drawing to be able to express themselves readily with the pencil. Not with the purpose of making artists of them, but because such power is an enrichment of ordinary daily life. There is a yearning toward beauty in form and color as well as in sound and morals, and it is to this upward tendency of the mind that the wise educator will address himself. The higher our conception of material beauty, the higher will be our ideal of moral beauty. From the employment and consequent habits of the nation are developed the individual characteristics that determine its life and influence. History has remembered the kings and warriors because they destroyed. Art has remembered the people because they created."

### THE WHITE CROSS IN EDUCATION.

Miss Frances Willard, President of the Woman's Christian Temperance Union, said:

"My contention is that the true teacher's office is to explain the little child to himself, and afterward go as far as may be to explain the universe to him. Though a man's forehead be lifted toward the stars his feet are planted upon the earth, and a sound, pure mind must have a pure, sound body in which to dwell. The W. C. T. U., profoundly impressed with this truth, has, under the skilled leadership of Mrs. Mary H. Hunt, secured laws in all but eleven states requiring specific scientific instruction relative to the effect of narcotics and stimulants upon the human body."

Miss Willard said the offering of any pledge in schools should be a personal matter not involving publicity, and that the sexes should be wholly separate in the instruction given. The affirmative teaching of purity is what is wanted, not the negative teaching of impurity. The pupils' life should be lifted toward the heights, not lowered to the slums. If the educational journals would have a department of the "White Cross and Healthful Habits," through which teachers could obtain help in these high duties, a great impetus would be given to this reform. It has been thought that the White Cross pledge should not be offered to boys under sixteen, but surely its lessons should be much earlier taught and its literature circulated.

What must be had in all large schools is a guardian of the playground; a moral horticulturist, whose specialty is physical ethics; an apostle of health whose gospel outranks that of head or hand, for without it the head is apt to swim, the hand to tremble, and the heart to be a cage of unclean birds.

Miss Willard asked whether it would not be better to abolish recess altogether and let gymnastic exercises under the teacher's supervision take its place. This seemed to her one of the best practical means to a higher civilization in our public schools. Such, she continued, was the opinion of experts in education with whom she consulted before preparing her address.

### COMPULSORY EDUCATION.

Archbishop Ireland of St. Paul read a paper on "The State School and the Parish School:"

"I protest against the charge that the public schools have enemies among the Catholics: the Catholics demand a Christian public school. I would let each denomination have its school and have the state distribute its money among them according to the results. In Poughkeepsie the schools from nine to three are secular, then they may be religious if the parents wish."

State Supt. (Texas) Oscar H. Cooper said:

"Compulsory education is against the fundamental ideas of our public schools. Education is a right inherent in the family rather than a privilege delegated to the family by society. It is one of the highest duties of government to make ample provision for the education of the youth, but beyond this the state should not go. To enforce the attendance of children would invade the sacred domain of private life. The tyranny of a confident majority, as has been illustrated in religious persecutions in past ages, would arise. The American public school system has been built up without the aid of such laws, and the public school has become a vital institution of the whole people. The advancement of education is to be secured by making the schools better, equipping them better, providing more and better school houses and above all better teachers."

State Supt. of Thayer, Wisconsin, said:

"It is no more hateful, nor tyrannical, nor un-American to compel a citizen to educate his own child, than to compel him to pay a tax to educate his neighbor's child."

"To hold that compulsory school laws are un-American is to ignore the history of our free school system and remain ignorant of the spirit and purpose of past and present opposition to the establishment of free state schools."

"The true American, whether he be Protestant or Catholic, native or foreign born, naturally shrinks from the introduction of religious questions into politics. This is not to be wondered at when we call to mind the religious wars and persecutions which he or his ancestors experienced. American legislators, with commendable weakness, have made the broadest possible concessions on the side of religious toleration. The question that is up for discussion is not primarily a religious one. It is a question that concerns the civil right. The civil supremacy of the people is denied."

### CORRELATION OF SUBJECTS IN ELEMENTARY PROGRAMS.

Prof. J. W. Stearns, of the state university, Madison, Wis., said:

"We find that the subject has two sides, that of language and that of realities (including literature). These should be developed together. The realities furnish the matter for language instruction which should always proceed by the use of this material, in the order and at the rate needed by the pupil. Language is to be thought of as a means of getting and as a means of giving. To get, the pupil must read, and, as soon as possible, read to get. To give, composition is necessary, and for its written form penmanship is subsidiary. To preserve these unities they must be seen and striven for."

### AGRICULTURAL COLLEGES.

State Supt. Kiehle of Minn. said:

"The agricultural school of secondary grade which will meet the demands of agriculture, as the high school and manual training school meet those of all ordinary occupations of mechanics, merchants, etc., must, first, be conducted in close relations with agricultural life. Second, it must be economical as to the time

required, and within the means of those for whom it is intended. Third, it must include in its curriculum the subjects necessary for the practical farmer as a business citizen, and in dealing with the affairs of the farm. Fourth, it should subordinate text-book study and recitation to the study of the things themselves. Fifth, it must be helpful to those who, with talent and ambition, aspire to higher select and professional lines in the university course."

James L. Hughes, of Toronto, Ont., gave an address on "The Training of the Executive Powers. He said:

"The work of the teacher is to train the child, not merely to communicate knowledge to him. Man possesses receptive, reflective, and executive powers. By the first class he acquires knowledge, by the second he prepares it for use, by the third he applies it. By executive power I do not mean administrative ability merely. I mean the power to execute what we know: the power to be in action all we are of good in feeling or thought; the power to accomplish what we plan; the power to do noble things, not dream them all day long; the power to mold humanity in harmony with God's great purposes."

"The world is filled with two classes of men—those who know the truth without even planning to practice it, and those who decide to do right, but fail to carry their plans into execution. Both classes are failing to accomplish the work they were intended to do, and both fail because their executive powers were not trained in harmony with their receptive and reflective powers. It should be the chief function of education to remedy this great defect in human character."

### SYSTEM VS. ORIGINALITY.

State Supt. Henry Sabin, of Iowa, spoke of "Organization and System, vs. Originality and Individuality in Teacher and Pupil."

"The teacher's individuality should be such that it will not overshadow, but stimulate that of the child. Too exclusive stress has been laid upon the literary qualification of the teacher. No amount of knowledge can compensate for the want of that individuality which enables the teacher to stamp upon the child the impress of his own character. The schools are filled with too many teachers whose only qualification is knowledge."

### THE RACE PROBLEM.

Hon. A. A. Gunby, judge of the court of appeals of Louisiana, said:

"The entire object of true education is to make people not merely do the right things, but enjoy the right things—not merely learned, but to love knowledge—not merely pure, but to love purity—not merely just but to hunger and thirst after justice. Let us give the negroes this sort of education—educate not their heads only, but their hearts and their hands before we assume to say that they are not capable of the highest improvement. The South, I admit, is unable to give them such teachers and such instructions, but the nation is able to pay for it, and I affirm that it is the duty of the nation to educate the negroes."

"Let Blair's opponents make the most of their victory; let them hide their heads under the thin disguise of constitutional scruples. At heart they are opposed to all public education and devoid of a sense of justice to the human race. Let us put education into our constitution, let us put a premium on intelligence, and build the temple of our renown on the bed rock of popular enlightenment."

President Pice, of Livingstone College, Salisbury, N. C., said:

"The race problem is the last unsettled phase of the slave question. The great element is prejudice. In some parts of the South this denies to the black man the right of suffrage, it seeks to organize a Southern educational association because black men can speak at this one, as I do now. I do not believe at all we are approaching a race war, as some say. I believe the education and civilization of the negro will settle the question peacefully, as it settled the condition of the rude emigrants that came from Europe among the people of the North. We must remember the objections to the negro are his ignorance, his moral degradation, so that what is to be done is the removal of these obstacles. I do not believe that schools will transform the negro by some magic spell into an angel of light. A decade will not do it, perhaps not a century, but the black man has in him the same faculties as the white man. He has what God has given him, a brain—and a heart, and a mind, and these he must educate and make the most of."

"For two hundred and fifty years the white man of the South saw only the animal or mechanical side of the negro. Wherever he looked there was degradation, ignorance, superstition—darkness there and nothing more, as he thought. The man was overshadowed and concealed by debasing appetites and destructive and avaricious passions of the animal; therefore, the race question is not an anomaly, it is the natural and logical product of an environment of centuries. In my judgement the race trouble in the South springs from the unqualified right of the negro to vote."

"I am no pessimist. I do not believe we are approaching a race war in the South. I entertain an impression, which is rapidly deepening into a conviction, that the problem can and will be solved peacefully; but this can only be done by changing the character of the environment that has produced it. It is an unfavorable condition that has given the country a race problem, and it will never be solved until we put at work the forces that will give us a changed condition. This does not argue nor simply imply the removal of the environment, as is suggested by colonization, deportation, or amalgamation; but it does mean a transformation of the same environment."

### THE DEPARTMENTS.

KINDERGARTEN.—Miss Anna E. Bryan, of Louisville, Ky., on "The Letter Killeth" said:

"The Froebel system has been built up on that principle of suggestion to the child, who must then be allowed to grapple with the thought and evolve its true meaning from his own inner consciousness. Froebel was an intensely sensitive soul and the sword of Damocles which was ever suspended above his head, in fancy, was a morbid dread of being misunderstood in his methods. The distinctive feature of his theories is the exquisite conception of the point where spiritual and physical needs merge into one. No



one claims perfection in method yet, but it is the history of all progress that no revolution was ever much more than accomplished until it in turn required reformation. The kindergarten should never make the mistake of studying the tools more than the child.

"System is a good servant in this training, but a bad master, and a slavish observance of cut and dried details, would eventually kill the soulful creative faculty of the child. Nothing will succeed but a thesaur study of the spiritual and mental needs of the little soul launched upon a sea of mystery."

W. N. Hailman, of Indiana, on "Schoolishness in the Kindergarten," criticised the many false methods employed, the need of imbibing the true spirit of Froebel. He declared that very many men, otherwise able as educators, wholly misapprehended the kindergarten idea. If the views of Com. W. T. Harris, were followed the kindergartens of the country would close in a year's time.

**ELEMENTARY EDUCATION.**—Prof. A. Winchell, of Michigan, read a paper on "Geology in Early Education."

"The truths of geology and its facts and principles, if not too difficult of access, should command attention, in the earlier stages of education; and they are not difficult of access, and the study should receive its proper attention. Childhood being the period of observation, the acquisition of geological knowledge is therefore proper at that time."

Prof. Guttenburg, of Pittsburg, presented "Mineralogy for Young People." He said:

"The main point is to awaken an interest in the wonders of nature. Pupils should be encouraged to collect specimens and to plant seeds and observe their growth."

**SECONDARY EDUCATION.**—A. F. Bechdolt, of Mankato, Minn., presented "The High School as a Fitting School." He said:

"There is a very strong disposition in the community to gauge the usefulness of the high school by its success as a money making scheme. Years ago the public made the common complaint that the high school course was not practical enough. It was quite natural that people should think this way. The college-bred men took the lead in educational affairs, and with college men at the head of all the high schools, it followed as a matter of course that the curriculum was modeled after the college preparatory plan. But the people grumbled at this, and later the present system of electives came into vogue, and made the course more practical. A sentiment against the classics has gradually grown up, which the friends of the classics opposed bitterly. Their stand was that of conscious infallibility. They refused to yield. In consequence to-day the high schools are trying to do both—prepare for college and keep a hold on the popular masses at the same time by a system of popular education."

"All this has resulted in the liberalizing of the high school course and the lowering of the requirements for admission to the colleges in the line of classics. The inevitable has come about through this wave of ideas, and the high schools are prepared to do a great educational work in the community. But they have not reached a proper standard; in fact, they are some distance from it. This is yet only a provisional arrangement; it still purposes to do too much. The full benefit of the high school system will be obtained only when there is developed from it a series of special schools—all public schools, but each one a fitting school for something beyond."

**HIGHER EDUCATION.**—Prof. Levi Seeley, of Ferry College, Lake Forest, Ill., presented "Pedagogical Training in Colleges where there is no Chair of Pedagogy."

"Normal schools are not numerous enough; very many of the graduates of colleges teach, stumbling along, at the expense of their pupils and learn how to teach only after years of experience."

Prof. J. C. Hutchinson, of Monmouth college, Monmouth, Ill., discussed "College Education and Professional Life." He showed that a college education was of great use in a business life, and still more useful in professional life. Professional schools should supplement colleges, not take their places.

"Defects in College Discipline," was presented by Rev. Dr. Rufus C. Burleson, of Waco, Texas. He said:

"I note this first defect in college discipline, that teachers are not thoroughly imbued with the idea that they are molders of character, and responsible for the corruption of our national life. No teacher is prepared to correct this great defect unless his soul is on fire with the greatness and humility of his mission."

Prof. J. W. Johnson, of the University of Mississippi, demanded that the colleges give up preparatory departments. Offering his ideas in a series of four resolutions he presented them with great vigor. Those connected with colleges when the students of the preparatory departments were counted in, opposed them, of course.

C. W. Bardeen, of Syracuse, N. Y. said:

"The high school should fit for college and every influence should be exerted to get the pupils to go there; also the grade of the high school should be so high that it would be an honor to be graduated from it. The expenses of preparing for college, can be met by employing women."

**NORMAL SCHOOLS.**—Dr. W. T. Harris read a paper on the "Difference between Normal and High School Methods."

Prest. William W. Parsons, of Terre Haute, Ind., said:

"It has been found impracticable to give statistics from a wide

held, but the statistics from my own state, Indiana, show that the normal school students are possessed of certain attainments and have a serious object in view in their studies. The school is not for general education. It is a professional school for the preparation and education of teachers and a thoroughly rational study of the system of education."

"Both the normal and high school students alike must study this same subject matter. When the object of these subjects is mastered by the student, he is better able to impart his knowledge in an intelligent manner to others. The normal school requires the student to justify his knowledge on psychological grounds, and to reflect upon the steps necessary to be taken to obtain that knowledge. That is to say, in his study there must be introspection and reflection. To prepare him for the normal school the student must first acquire a large general knowledge in the general school, and the better the work is done in the preparatory or academic school, the better will be the result of the academic school course."

"The student puts himself in the attitude of the teacher in every subject he takes up, and this cannot be done until after the academic work is done. This leads to the conclusion that the normal school must enlarge its field so as to include the full academic course of study."

Prof. F. Louis Soldan, of Missouri, read a paper on "Dickens on Education." Miss Isabel Lawrence, of St. Cloud, presented the subject of "Common School Branches from a Professional Point of View." In her introduction she said that normal schools had not yet solved the question of the best and most effective way of uniting knowledge, that the normal school would be a failure so long as it imparted knowledge in the usual way, and not from a professional standpoint. She said there is a surplus of teachers able to teach the higher branches of knowledge, and few able to teach elementary subjects. The teacher should give the pupil in the common schools the main facts or base of knowledge. The study of thought, in connection with the study of the expression of thought, has not received sufficient attention, in Miss Lawrence's opinion, and she recommended the study and analysis of sound English literature. But more important than all is a thorough knowledge of the elementary principles of the various main branches of study.

**INDUSTRIAL EDUCATION.**—Prof. C. M. Woodward, of St. Louis, read a report in which it was proposed that manual training should not be taken up below the second grammar grade. This was vigorously combated by many speakers. The subject was left unfinished—it is now open for discussion by actual practice in the school-room.

One of the speakers said:

"I can testify that manual training methods are no less valuable to the younger pupils than to those of the higher grades. It creates an interest in the whole curriculum, and has the effect in hundreds of instances of keeping boys in the public schools for some years after they would have gone out into the world under the ordinary conditions. Only about one in twenty public school boys graduate under the present system, and if this ratio can be increased by manual training methods, their value is only too apparent."

The cooking school was under the charge of Miss Sickels, of Chicago, and Miss Clark, of Milwaukee. During each forenoon they took a class of young and inexperienced girls, and after giving them a lesson, supervised the preparation of a lunch for 300 people. The intention was not to teach the pupils complicated recipes, but to strike at the contents of the workman's tin pail. A room was arranged with household articles and a class of fifteen was instructed at one time. They were taught to dust, to sweep, to properly scour copper, to clean silver and nickel, to wash utensils, and also the elements of cooking. The furnishing of a room costs \$300.

Miss Clark said:

"You would be surprised to see how many young ladies don't know how to get dough off a breadboard. We don't aim to make girls expert cooks, but we do teach them that if they are to boil starch foods the water must be boiling hot in order not to make a paste of it. I have actually felt sorry as I have seen laboring men take from dinner pails heavy bread and greasy doughnuts when the same material could have been made appetizing."

"Experience shows that \$50 will provide material for a class of 150 pupils for a term of twenty lessons and that is all that it is desirable to give them. Physiology is taught in the schools; but no attempt is made to turn the pupils into physicians. The teaching of the elements of cooking is not only valuable to the pocket-book, but to the conservation of health. It will lead people to buy healthful foods and prepare them in a healthful manner."

**ART EDUCATION.**—Mrs. Hannah J. Carter, of New York, said:

"There can be no broad foundation for art education until the public school teachers give the instruction. There is need of the study of psychology and the science of education by the teacher. She should give a course in clay modeling following nature in the selection of her models. She must above all things not be content to develop the imitative powers, but seek to stimulate the imaginative and intellectual powers at every step. This is radically different from the old methods."

Miss Locke, of Chicago, spoke on "High School Work in Drawing."

She said:

"The pupil first of all should be taught to place reliance upon his own instincts. The genius of the child should be relied upon chiefly, instead of teaching him to follow blindly the regulation rules covering the subject. And as an important preliminary training, the child should be taught to draw correctly."

**MUSIC.**—Supt. Aaron Gove, of Denver, on "Music as a regular and required branch of grade work," said:

"It has been demonstrated that the study of elementary vocal music can be placed in the regular course of schools, and its accomplishment acquired in the same way and on the same basis as is arithmetic and geography; the necessity for the music, both in concert and in individual recitation, being given with the same regularity as the spelling lesson. Music should be thus taught not as an accomplishment, but as part of that training that goes to make an intelligent citizen. The ability of the teacher to sing has little to do with the singing of the pupils, as they do the practicing and not the teacher. Song singing is a small part of the legitimate work. Too often the children are not taught the difference between noise and song, and both principal and superintendent are blamed for the vitiated tastes of the children."

OFFICERS FOR '90, '91.

The committee on nominations reported as follows: For president, William R. Garrett, Nashville; vice-presidents, James H. Canfield, Lawrence, Kan.; W. H. Beadle, Madison, S. D.; Mrs. D. L. Williams, Delaware, O.; J. M. Baker, Denver; T. A. Futrell, Marianna, Ark.; John T. Buchanan, Kansas City; H. S. Jones, Erie, Pa.; Mary E. Nicholson, Indianapolis; V. R. Preston, Jackson, Miss.; E. B. McElroy, Salem, Ore.; M. C. Fernald, Orona, Me.; Solomon Palmer, Montgomery, Ala.; secretary, E. H. Cook, New Brunswick, N. J.; treasurer, J. M. Greenwood, Kansas City, also a director from each state. The report was adopted.

NOTES.

One of the many interesting features was a re-union of the graduates of the Oswego normal school, presided over by Prest. E. A. Sheldon.

When the report nominating Prof. Garrett for president was read, E. C. Vaile of Chicago, rose and protested against passing by this protest, for Dr. Hewett has been a notable figure in all the meetings. At the meeting in Madison, where it was found by the writer that Prof. Calkins, of New York, was to be passed by, he secured the promise that he should be chosen the next year. In that case it was claimed a Western man must be selected, as the office was then held by an Eastern man. In this year's case there has been an attempt to meet the movement at the South for a Southern association.

The reporter of the *Inter-Ocean* writes of the "plain-faced girls in last year's hats and dresses cut on patterns that were going out of style when the Christian era began." Indeed, is this the welcome a "plain-faced" teacher is to get on arriving at St. Paul in the heated July days? If they teach well let the face be never so plain. Handsome faces are those that are unflinchingly set towards advance in knowledge and virtue.

Among the attendants the Rev. W. D. Johnson, D.D., of Athens, Ga., a full-blooded negro, attracted attention. He is a well educated man, and is secretary of the schools of the M. E. Church, in which are 2,563 students, expending \$50,000 annually. Another educated negro is Prest. Rice, of Salisbury, N. C. His speech was well received.

The Department of Manual Training was under the supervision of W. H. Cook and Chas. A. Bennett, of the St. Paul manual training school. A vast quantity of material was sent in, exemplifying work in paper, wood, metal, clay and plaster; also drawings, paintings and sewing. A class in cooking gave exhibitions, under the direction of Miss E. C. Sickles, of Chicago. The Pratt institute exhibit was particularly attractive, and drew forth exclamations of surprise from almost all observers. The exhibit shows how wide the movement has extended.

#### A LOOKER-ON AT ST. PAUL.

FROM OUR CORRESPONDENT.

The weather, except Monday of association week, was perfect. The Southern and Eastern people enjoyed the cool, invigorating mornings.

The council reached its high-water mark of attendance. The old stagers were very generally on hand. Harris, Hinsdale, White, Greenwood, Rickoff, Baldwin, Soldan, and Brown took leading parts. Some of the younger men, as Gove, Baker, Parr, Jones, of Indianapolis, and others were on hand. The meetings were extraordinarily well attended. The flash and fire of some of the old time debates was not noticeable. One member of large prominence remarked that they were threshing their old straw over, and tying it up into bun-



dies. Among the new members is Miss Ella Sabin, superintendent of the Portland (Oregon) schools. There is a wave of suggestion to the effect that it would be well to make fifteen or twenty of the reverend seigniors honorary life-members, and fill in an infusion of young blood. The country owes the council a debt of gratitude in the fostering culture it has given pedagogical inquiry. But this thankfulness does not prevent some of the younger members from wishing that certain features be changed. The plan of investigating subjects by committees is thought to show signs of reaching its limit. Reports of committees, as a rule, are the reports of one man. The antis in the council want free-trade on papers, every one to send as many as he likes, the ones to be read selected by a committee, and printed and distributed to all members. This is the plan of the various science associations.

Dr. J. E. Bradley and the Minneapolis school-board did themselves proud in the banquet they gave the council Thursday afternoon. The council and others, to the number of over one hundred, were driven about the beautiful spots of the city and the adjacent lakes; they were taken to see the marvelously fine school exhibit at the Central high school, and finally banqueted at the West hotel. Special trains, and everything capable of adding comfort, were forthcoming. Much praise is due Principal J. S. Crombie, of the Central high school, and Mr. A. C. Austin and members of the board. Dr. Bradley showed his social qualities to excellent advantage.

Minneapolis covered herself with distinction in the fine quality of her exhibit. The Pratt Institute, Brooklyn, had the best all-around exhibit. Omaha, under lead of Mr. Bueman, of the manual training school, made a most excellent display. Mr. Woodward's school was on hand with a splendid set of illustrative pieces of work in wood and iron. Sloyd had its first representation at these meetings, as a system. Whittling and carving have large representation. Color work has forged ahead greatly. The Prang people are pushing color and color-design with vigor, and their effort has made a new order of things. There was a breeze in the exhibit department, because Miss Josephine E. Locke, of St. Louis, was put on the award committee. It was thought she was partial to the Prangs. Winona, Stillwater, Springfield (Mass.), Duluth, and places of that size had excellent exhibits. Springfield was peculiar in the large place assigned the whittling work. Several schools showed sewing-work and other girls' industrial products. This is a growing feature. Especially noticeable is the growing importance given to drawing from objects. Some excellent results were shown. Mere flat copy-work has disappeared almost entirely. Paper-cutting takes the place of paper-folding.

The railroad business hardly held to its usual efficiency. A good many tickets contained no evidence of the payment of the association fee. Many teachers who lived near lost the benefit of rates because tickets were sold too early. Some roads are proposing to "absorb" the two-dollar fee. Altogether, the association will lose a large sum of money by these irregularities. Minnesota registered eleven hundred teachers, and there were as many more who did not register at Minnesota headquarters. Yet in the face of these numbers, it is said that the association did not realize \$1,000 from the teachers of that state.

There is a growing feeling that the National Educational Association has reached a turning point in its history. Many well-informed persons believe that it can now profitably lay aside the excursion feature, allowing that interest to be cultivated by the various state associations, and devoting the general association to conventions of experts, who will give a trend to the educational thought of the country. The association threatens to fall apart by its own weight.

One of the features of the meeting was the presence of a score of candidates for the vacant St. Cloud normal school presidency. Caxhart, of Indiana, Clark, of Ohio, Wilson, of Rhode Island, and Hyde and Bechdolt, of Minnesota, were the prominent persons. The board, several of whose members were on the ground, had a good opportunity of measuring these men. They will doubtless select the most promising candidate.

One of the incidents of the meeting was the determination of Vaile, of *Intelligence*, and some others, to oppose the nomination of Garrett for the presidency. But the attempt was futile. The kickers were not well enough organized to accomplish any result. The Southern people stood together, and conquered, because they were undivided. The Dougherty, Lane, and Hewett men pulled each for his own interest, with the result that although altogether numerically stronger than those opposed to them, they were beaten because they did not unite.

## THE SCHOOL ROOM.

AUG. 9.—LANGUAGE AND THINGS.  
" 16.—EARTH AND NUMBERS.  
" 23.—SELF AND PEOPLE.  
" 30.—DOING AND ETHICS.

### COMPOSITIONS.

It is as important for the child to learn to "talk with the pen" as to talk with his mouth. This states the matter very strongly, but rightly.

1. The very day the child enters the school to learn to read, and enters the lowest primary class, put a pencil in his hand and the picture of a cat before him, and teach him to write the word in neat *script*, not in type characters. In fact, there should be a chart of the script characters always before the pupils. I remember well, when ten years of age, my coming to the teacher to ask how to make a *g*. This putting the names of things in script is a most important language lesson. It teaches the child, through his fingers, *the idea that a thing has a sign*. This is the basis of all language.

2. But most of the pupils in the schools have been neglected, and then it is great labor for them to express themselves on paper. So special attention must be given to make up for these lost years.

It is probable that in a school of fifty pupils, only a very few can write a composition. The rest dread the task, and avoid it by any means in their power.

(a) The teacher should find out who can write, and leave them to themselves.

(b) Instead of affixing a penalty to those who do not write, let him *accustom them to writing*. (A farmer has a young horse; he puts a light load on his back, one that he scarcely notices. In the course of time the farmer mounts him. Here is the lesson for the teacher.)

A boy is questioned on what he likes to eat for breakfast. He will probably say, "Buckwheat cakes and maple molasses." The teacher says, "I wish you would each write something on 'What I like for breakfast,' or you may describe some breakfast, one you had when camping out; or you may invent a breakfast scene, saying, 'Now let us have something lively. I don't want a sermon; make me laugh if you can.'"

Let the teacher look over the writers' shoulders and whisper some suggestions. At the end of a half hour let him call on the writers to read. As some are very bashful and want confidence in themselves (believing that their writing will show them to be fools), let another pupil read. Have the brightest one read first. Then praise this quite liberally; if there are misspelled words, pass them by.

After this call on another and another, and receive every crude effort with applause. All depends on the reception. You might say, "Well done for you, James. I did not know you could write like that." "Why, Henry has a good deal of sound sense in his writing." "That was as good as we see in many papers," etc.

(c) The next day another subject should be taken up. Generally, some one of the boys has a dog with which all are acquainted. Let this be the theme, a description and incidents about him being what is attempted. (A writer who has attained some celebrity in writing books of travels, tells us that his first composition was about a dog belonging to the janitor, and that the high commendation of the teacher led him to believe he could write.)  
(d) The exercise should be taken up daily with oversight, as hinted above, until the art of expression has been attained. Keep the attention on subjects the pupils know enough about. A book containing subjects should be on the teacher's desk, available at any time. Besides, let the pupil feel that he can apply to the teacher for a subject.

(e) As to the length of the essays or "writings," this will depend very much on the pupils. Don't let them write slowly; that is, let them write a sentence, and then stop awhile. Teach them to lay out a little plan; then think and then write, and keep writing until they have no more to say.

(f) Suppose the subject be "The Stove;" under this title they will put down the various elements or points thus:

The School Stove:—Its length, height, width, color, general shape, of what made, where placed, the door, legs, pipe, what fuel used, name of maker, probable cost, where it was got, any incidents about it.

An analysis of a subject should be made by the pupil, the teacher writing the "points" on the blackboard, and asking the pupils to add any they can think of.

(g) This work must be persevered in day by day, with

life, interest, and encouragement, until some readiness is acquired. The pupils should use note paper of a uniform size, and it should not be folded. Only one side should be used. The next essay can be written on the other side. Have them place the name and date at the top on one side in small characters. Finally, when we reflect that every child, from the time it entered school at five or six years of age, should daily have expressed itself in writing until it became a pleasure, we will have patience with pupils who at sixteen have suffered for ten years of poor teaching.

### METHODS IN READING.

By E. H. F.

To grown people, reading is a process of obtaining information, and by it we make the thoughts of others our own. If thought-grasping is the great object of the grown person in reading, why not also of the child? The eye of the child can easily be taught to recognize the word, or sign of an idea; so also can the eye of his mind be taught to perceive the thought, or that for which the sign stands.

The pleasure of obtaining a new idea corresponds with the pleasure felt in gazing for the first time upon a fine picture.

The getting of single thoughts on a subject comes first, then the combining of several related thoughts. When the pupil is able to express, so as to be clearly understood by his classmates, what may be called a group of thoughts, he is not far from essay-writing, and letters will not be difficult for him. These remarks sound more like a talk on language than on reading, but a well-conducted reading class is a language lesson.

At first, thought-getting is hard for some pupils, and the teacher, after surveying her class, will call upon the brightest pupil, and after the emulation of the others is excited, call upon Tom, Dick, and Harry for their ideas.

I have one little girl who is always ready to define, explain, or give additional facts in regard to the lesson. Such a child is an oasis in the desert of stupidity commonly known as a reading class.

When a child is especially dull in thinking out the meaning for himself, it is sometimes best for the teacher to manage to obtain the fraction of an idea from him, and then supply the remaining two-thirds or three-fourths herself. He will then suppose he has expressed an idea, and may think what boy has done, boy can do, and try it again.

It is the custom to ask the meaning of words either before the pupil has read, or after. The answers are apt to be rather unsatisfactory.

In the sentence which states that *Annie had dispatched her breakfast*, the meaning of *dispatched* was inquired for, and quick as a flash came the answer, "Telegraphed"!

Sometimes it is not a word, but a phrase, that is not clear to the class, sometimes the meaning of the sentence as a whole is the trouble. The idea, or plot, underlying a whole lesson is often beyond the thought range of the child.

In poetry sometimes the teacher needs to take only the leading idea of the stanza, without the dress of imagery so darkening to the child's mind. A good use of pretty poetry lessons is to have the children commit all, or a part of them, and then call upon several of the pupils to step out in front of the class to repeat one or two verses.

This way, used only once in a long while, insures hard study on a reading lesson, and this is usually difficult to obtain.

In one of McGuffey's readers there is a little song often sung by primary schools introduced into a lesson. The pupils find it pleasant, after they have learned to read the whole lesson, to read it again, and together sing the little song.

In case of a dialogue lesson, when it has been pretty well mastered, the class may be divided into two portions, one division passing to one side of the room, and one to the other side, taking the two parts in the piece. In the "Contented Boy" (McGuffey), we request the boys to pretend they are *Mr. Lennox*, and the girls to play they are *Peter Hurdle*. One pupil may ask the questions and another may answer, or two pupils may answer each other.

Repetition of effort is a great deal, in a reading class. The dull pupil sees nothing in a paragraph the first time it is read, has a glimmering of an idea the second time, and often has the complete thought only after five or six readings.

If the attention of the class is difficult to secure, some of the single word methods may be used, as pronouncing



words, turn about with the teacher, giving one word apiece around the class, and so forth.

But these methods, used to excess, cultivate a jerky method of reading, which is already too common. The same objection may be urged against very much reading to a comma, a semicolon, or other pause, once so much in vogue.

The vocal word is one thing; the printed word is another; the thought in the sentence is another. The effort must be to have the pupil *feel* the thought that is wrapped up in the words of the sentence. The teacher must not be deceived; the utterance of the words does not at all prove that the pupil understands the thought that is in the sentence.

#### A LESSON ON BOATS.

This is a subject with which the pupils will be more or less familiar, and therefore one in which they will be interested. If rightly treated it will lead to much thought and extensive observation. The teacher questions:

T. Have you ever seen a boat? (They smile, thinking this is a funny question.)

P. My father has one.

T. Describe it.

P. It is about twenty feet long, is made of wood, is hollow, and has a rudder with which it is steered. It also has oars to make it go ahead.

T. Why is it pointed in front?

P. So it will go through the water easier.

T. There is a name for this tendency of the water to keep the boat from going ahead. It is called *resistance*. (Writes this word on the blackboard.) Why do you use oars?

P. To make the boat go ahead.

T. If you push against the shore with a pole what is the effect?

P. It is sent out into the stream.

T. Then how does using the oars make it go forward?

P. You push with them against the water.

T. In other words you overbalance the resistance ahead of the boat, and the result is a forward movement. For what is the rudder used?

P. To steer the boat.

T. If when the boat is standing sidewise to the shore you push the stern out what is the result?

P. The bow is sent around toward the shore.

T. Then in what does steering consist?

P. In holding the rudder so that the stern is pushed around in one direction and the bow in the other.

T. Why does the boat float?

P. Because it is made of wood. Because it is lighter than water.

(Some experiments may be tried, to show the pupils that substances always displace a bulk of water equal to their weight. Drop a piece of cork in a vessel containing water. They will see that a very small portion of it sinks below the surface. Next float a piece of pine. A larger proportion of it than of the cork will be below the surface. A piece of oak will sink still lower.) Now suppose we had something just the weight of the water, what would you see?

P. It would sink so that its top would be on a level with the surface of the water.

T. What has become of the water that was in the place of this substance?

P. It was pushed out of the way.

T. Then what do you conclude?

P. That a substance always displaces a bulk of water equal to its weight.

T. Suppose it was heavy enough to displace more than its bulk of water.

P. It would sink.

T. But I have a tin box here; now you know tin is heavier than water. You see it floats. Why is that?

P. It is made hollow, so that the weight of water that it displaces is much less than its bulk.

T. Are boats ever made of anything except wood.

P. I have read that ships are made of iron.

T. Yes; and you can understand why iron and other metals can be used for making ships. I have here a large number of pictures of boats and ships. I want you to look at them and give me the names of all you recognize. Tell how they differ from each other, and the uses to which they are applied. If you find any pictures of boats in newspapers or elsewhere learn all you can about them, so you can describe them to the school.

(This is a large subject and one that will form the basis of many interesting discussions. The talks will naturally lead up to descriptions of the manner of construction and uses of canal boats, tugs, steamboats, steamships, etc. By questioning, the teacher can get the pupils to say that the paddle-wheels and screw propellers of the larger boats answer the same purpose as the oars of the row boats. Other comparisons that will occur to the thoughtful and observing teacher may also be drawn.)



*Charles Dudley Warner*

CHARLES DUDLEY WARNER.

FIRST PUPIL.

Charles Dudley Warner was born September 12, 1829, and is therefore nearly sixty-one years old. His hair and beard are nearly white, but he is so active and energetic that no one would think of calling him an old man.

SECOND PUPIL.

Young Warner was fitted for college at sixteen, but his guardian wished him to give up his idea of a college course, and go into business, so he became a clerk in a post-office, but he soon gave up the situation, and went to Hamilton College, where he was graduated in 1851. While a college student he had quite a reputation as a writer, and in his senior year he took the prize for the best essay.

THIRD PUPIL.

After leaving college he began to study law. His expenses were met by lecturing, writing, etc. Joining a party of survivors, the young man spent two years in frontier life. After a while he settled in Chicago and engaged in the practice of law. All this time he wrote for magazines and newspapers, and before long he abandoned his profession and took the position of associate editor of the *Hartford Press*, at the small salary of eight hundred dollars. Later the name was changed to the *Courant*, and Mr. Warner became one of the proprietors.

FOURTH PUPIL.

He had a garden where he liked to work, and he began to write some sketches about gardening. They were printed in the *Courant*, and were so popular that they were gathered into a book called "My Summer in a Garden."

FIFTH PUPIL.

A trip to Europe in 1868 resulted in a book called "Saunterings." "Backlog Studies," is a volume of sketches that first appeared in *Scribner's Magazine*. "My Winter on the Nile" is the story of a tour in Egypt in 1874.

SIXTH PUPIL.

"Being a Boy" was brought out in 1877, and became popular at once. Several other books followed, also the "Gilded Age," written in partnership with Mark Twain. Mr. Warner is still the busy editor of the *Courant*, and he finds time for other literary work.

SEVENTH PUPIL.

Mr. Warner has a beautiful residence in Hartford, close by Mark Twain's home. It is a two-story brick house, built in Gothic style, and surrounded by oak and chestnut trees. The rooms are beautifully furnished, and books are everywhere. Besides the books and pictures, there are curiosities from all parts of the world. The study is a plain room in the top of the house, where the author is fond of receiving his friends.

EIGHTH PUPIL.

"What the boy does is the life of the farm. He is the factotum, always in demand, always expected to do the thousand indispensable things that nobody else will do. After everybody else is through, he has to finish up. His work is like a woman's—perpetual waiting on others. He is to do all the errands, to go to the store, to the post-

office, and to carry all sorts of messages. If he had as many legs as a centipede, they would tire before night. His two short limbs seem to him entirely inadequate to the task. The boy comes nearer to perpetual motion than any thing else in nature, only it is not altogether voluntary motion."

—From "BEING A BOY."

NINTH PUPIL.

"I like neighbors, and I like chickens, but I do not think they ought to be united near a garden. Neighbors' hens in your garden are an annoyance. Even if they did not scratch up the corn and peck the strawberries, and eat the tomatoes, it is not pleasant to see them straddling about in their jerky, high stepping, speculative manner, picking inquisitively here and there. It is of no use to tell the neighbor that his hens eat your tomatoes; it makes no impression on him, for the tomatoes are not his. The best way is to casually remark to him that he has a fine lot of chickens, pretty well grown, and that you like spring chickens broiled. He will take them away at once."

—From "MY SUMMER IN A GARDEN."

#### MONTH OF SEPTEMBER.

Sept. 15.—JAMES FENIMORE COOPER, b. 1789.

Sept. 18.—SAMUEL JOHNSON, b. 1709.

Sept. 29.—HORATIO NELSON, b. 1758.

Sept. 29.—ROBERT CLIVE, b. 1725.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each author.

JAMES FENIMORE COOPER, a well-known American novelist, was born at Burlington, N. J. At sixteen he entered the navy as midshipman, and for six years he followed the sea, gathering much experience, which he afterward made use of in his novels. His first novel was "Precaution," and it was followed a year later by "The Spy," which made him famous as a novelist. Other books followed in quick succession, and in about twenty-six years he wrote about as many novels. His forte was in description, and he had a thorough knowledge of the scenes he described. Many of his works were translated into the modern languages, and "The Spy" has been put into Persian.

SAMUEL JOHNSON was the son of a poor bookseller in Lichfield, England. He went to Oxford, but poverty prevented him from taking his degree. For a time he was usher in a school, but the situation became unbearable, and he left it and made a scanty living by working for booksellers. At the age of twenty-five he married a widow much older than himself, and started a school with her scanty fortune. Going to London in 1787, he became a contributor to the *Gentleman's Magazine*, but for many years he received very poor pay for his work. In 1755 his dictionary appeared after eight years of close labor. It is considered the most remarkable work of the kind ever produced by one man. "Rasselas" was written in the evenings of one week to defray the expenses of his mother's funeral. At last he met with prosperity, and friends gathered around him. He was buried in Westminster Abbey.

HORATIO NELSON, the famous British naval hero and admiral, was born at Burnham Thorp, Norfolk, England. He was a puny, sickly child, and all through his life he was delicate. At the age of 13 he entered the navy, and before he was 21 he was post-captain. During the war with France he distinguished himself by his bravery and skill. Another brilliant exploit was the battle of Copenhagen in 1801, but his most famous battle was that of Trafalgar, where he gave the famous signal, "England expects every man to do his duty," by means of flags. He died a little later at the moment of victory.

ROBERT CLIVE, founder of the British empire in India, was born at Shropshire, England. He was a mischievous boy, dull at learning. When a young man he was sent to India to take a clerkship in the Civil Service. He was so lonely and tired of the life, that he tried to commit suicide, but twice the pistol missed fire. He then concluded that he must be intended for something great. Three years after his arrival in India, the troubles of the English gave him an opportunity to distinguish himself. His success at the battle of Plassey, in 1757 raised him to the office of governor of Bengal. Like his successor, Warren Hastings, he was tried by Parliament, but was acquitted. He never quite recovered from the disgrace implied by the trial, and he ended his life by suicide.



## OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

### THE BEHRING SEA QUESTION.

Mr. Blaine maintained that we acquired territorial jurisdiction over Behring sea from Russia. The Russian claim that was repudiated by the United States in 1821, was to jurisdiction far south into the Pacific. He claimed that the killing of seals on the high seas is so wantonly destructive of seal life that the United States is justified in stopping it, even where it has no exclusive jurisdiction. Great Britain would interfere in the same way if Americans should fish with dynamite off the banks of Newfoundland. Mr. Salisbury held that piracy is, by international law, the only offence which authorizes a vessel of one nation to search and seize a vessel flying the flag of another. What islands are frequented by fur seals? Mention other fur animals in Alaska and neighboring islands.

### ORIGINAL PACKAGES.

The bill passed by the House to meet the original package decision of the U. S. supreme court applies not only to intoxicating liquors, but to every article that is made the subject of interstate commerce. As soon as an article has been delivered to the importer, its subsequent sale is placed under the complete control of the state authorities. This includes all articles produced in the state as well as those brought from other states. The new measure carries out the state's rights principle that each state should be left free to manage in its own way those things which concern only itself.

**CHILI ADVANCING.**—The people of Chili are discussing the Pan-American congress, and are anxious that something shall come of it. Especially are they desirous of better communications with the United States. Northern Chili is wonderfully productive, the people being very successful in the cultivation of vineyards. Describe Chili's situation, climate, etc.

**WORK OF A HURRICANE.**—The news comes from St. Petersburg that a part of the town of Slonim was wrecked by a hurricane. Many persons were buried under the ruins. Nineteen bodies were recovered. What causes hurricanes?

**FLOODS IN CHINA.**—Floods in the Hoang-Ho destroyed a portion of the embankment. The Peiho was also very high, and water covered the country as far as the walls of Peking.

**AUSTRALIAN RAILROADS.**—A bill was introduced into the parliament at Melbourne providing for the building of 1,077 miles of country lines and 39 miles of suburban lines. This is necessary in order to meet the demands of the population, which is growing faster than that of America. By whom was Australia settled? How is it governed?

**WATERSPOUT AND LANDSLIDES.**—All the railroad beds between Trent and Italy were wrecked by a waterspout. Many of the valleys of the Tyrol were under water, and landslides destroyed the railroad between Innsbruck and Meran. Tell how the shape of land is changed by the action of water.

**A CYCLONE.**—South Lawrence, Mass., was swept by a cyclone that cut a swath through the town 500 hundred feet wide and a mile long. Six people were killed and many injured. One hundred buildings were destroyed.

**LUNDY'S LANE.**—The seventy-sixth anniversary of the battle of Lundy's Lane was celebrated at Drummond hill near Niagara Falls, July 25. All the graves of the soldiers were decorated with flowers and flags, those of the Canadians with Union jacks and those of the Americans with stars and stripes. What men commanded at this battle?

**A METEOR SEEN.**—A meteor passed over Chicago early in the evening recently. It looked like a ball of fire about the size of a football, and left behind it a broad tail of light that glimmered and then disappeared. It made a hissing sound.

**ARGENTINE'S REVOLUTION.**—The Buenos Ayres revolution has been settled. It was led by dissatisfied army officers. President Celman resigned and was succeeded by Vice-President Pellegrini. One of the causes of the revolution was the anger of the people at the order of the government that one quarter of the duties should be collected in gold. For the past ten months that metal has been at a heavy premium. A large amount of paper currency was issued which depreciated until it was nearly worthless. All kinds of business became stagnant and work generally was abandoned. The Italian immigrants left by thousands. It is said the revolutionists accom-

plished their purpose, the overthrow of the existing government.

**LARGE FIRES.**—A large part of the business portion of Seneca Falls, N. Y., was burned. The business portion of Wallace, Wash., also was destroyed.

**REVOLUTION IN CENTRAL AMERICA.**—Fighting occurred between the forces of Guatemala and San Salvador. The Guatemalans were defeated. A revolution was organized against President Barillas. Tell what you know about the people of these countries.

**A BOYCOTT PROPOSED.**—The proposed boycott of Northern goods by the people of the South in case the Federal Election bill is passed, does not meet with much favor. There is great opposition however, to the bill in the South, from all quarters. For what does the bill provide?

**A NOTED ASTRONOMER'S DEATH.**—Dr. C. H. F. Peters, director of the Litchfield observatory at Hamilton College, died recently. He was formerly connected with the Dudley observatory in Albany. In the thirty-two years he was connected with the Litchfield observatory he discovered many planetary bodies. What noted woman astronomer died recently?

**TURKS AND ARMENIANS.**—A crowd of Armenians met in the cathedral in Constantinople to remonstrate with the patriarch for his weak protest against Turkish outrages. The patriarch said the sacred edifice was no place for such a demonstration. They thereupon dragged him from the pulpit, and otherwise maltreated him. He finally made his escape. Some Turkish troops who attempted to clear the building met with strong resistance, but finally prevailed. Several were killed and many wounded.

**LOTTERY MATTER IN THE MAILS.**—President Harrison in a letter recommended that Congress pass a law excluding lottery matter from the mails. What are the objections urged against lottery companies?

**SAULT STE. MARIE CANAL.**—Commerce between Lake Superior and the lower lakes was suspended on account of a break in this canal. The supply of coal from the Lake Superior region is cut off, and unless the break is repaired it will be difficult to get the grain to market. Mention some important lake ports.

**ERICSSON'S REMAINS.**—The remains of John Ericsson will be taken to Sweden. The flagship *Baltimore* will act as escort. Mention one of his inventions.

**OUR FOREIGN MARKET.**—Mr. Blaine criticises the McKinley bill in that it proposes to take the duty off of sugar, giving a market here to the product of Central and South America, without requiring those countries to remove the duty from American breadstuffs. He says that we should use every means to extend our market on the American continent.

**PROPOSAL TO BRIDGE BEHRING STRAIT.**—William Gilpin, ex-governor of Colorado, has just returned from the northern Pacific coast. He says Behring strait can be bridged. It is only forty miles wide, and in the very middle lies an island, about big enough to hold New York, Brooklyn, and Jersey City combined. The water is nowhere more than forty feet deep, and there will be no trouble in erecting piers on the hard bottom. After the building of the connecting roads one could go all the way to Paris by rail.

**A DISPUTED BOUNDARY.**—France and Brazil agreed to refer to a joint commission the settlement of the boundary line between French Guiana and the Brazilian republic. Why do many nations favor arbitration?

**FATAL EXPLOSION.**—Twelve persons were killed and twenty injured by an explosion of 1800 kegs of gunpowder in freight-cars near Cincinnati. All the glass was broken in the houses for a radius of a mile. Of what is gunpowder composed.

**BALLOON TRAVELING.**—Two Austrian officers went up in a military balloon from Vienna, and were carried to Bruezkow, in the province of Posen in Prussia. Thence they were driven by air currents to southern Sweden, and finally were carried by other currents back to Prussia. They covered this distance in eleven hours. Describe a balloon?

**RAILROADS IN CHINA.**—The building of the railroad across Siberia by the Russian government will effect a change in the view taken of railroads in China. Hitherto there has been great opposition to them. Now the Chinese see that they need roads to help protect their northern provinces. It is reported that military railroads will be built in Manchuria.

### OF SPECIAL INTEREST TO PUPILS.

**A BULLET'S FLIGHT.**—By saturating bullets with vaseline they may be easily seen in their course from the rifle to the target; their course is marked by a beautiful ring of smoke, caused by the burning of the vaseline, the smoke being suspended in air for some time, if not too windy. Much better scores result when grease of some kind is used; bullets are not so apt to split, the recoil is not so great, and it is believed the course of the missile is more true.

**THE AMAZON.**—The Indians considered these three separate rivers, the names that they gave them—Amazonas, Solimoes, and Marañon—having been retained. The title of Marañon is restricted to the river from its source in Lake Lauricocha, sixty miles from the Pacific ocean, on the western or Pacific slope of the main cordillera of the Andes to its junction with the Rio Napo. It has twenty-two tributaries. From the Napo to the Rio Negro (1,000 miles) the river is known as the Solimoes, receiving fourteen tributaries. From the Rio Negro to the sea it is in truth the mighty Amazon, expanding with the waters of twenty more streams to a great brackish sea studded with innumerable islands.

**ENGLAND AND THE UNITED STATES.**—Lord Wolseley recently wrote to a friend in Baltimore: "The closer the bonds of union between mother and child, England and the United States, the better will it be for both, for our race, and indeed for civilization. Those who rant about causes of quarrel between us are no friends to either nation or humanity. There must never be war between us, no matter how much either or both may be egged on by those who hate the English race, and would therefore, like to see us at one another's throats. We feel quite as proud of the United States as any of its people can do. Its honor and reputation are as dear to us as they can be to those on the other side of the Atlantic, and I rejoice, above all things, to think that the mutual respect we have always had for one another is now maturing into a sincere and mutual affection."

**WOOD IN THE FALKLAND ISLANDS.**—These islands have no trees, but they produce wood in a remarkable shape. Here and there are seen what look like weather-beaten mossy-gray stones. They are really blocks of living wood. Half hidden among the lichens and mosses will be found a few of the obscure leaves and flowers. If you try to cut it with an axe, you will find it extremely hard to do so. It is entirely unwedgable, being made up of countless branches which grow so closely together that they become consolidated into one mass. On a sunny day you may perhaps find on the warm side of the "balsam bog" (for so the living stone is called) a few drops of a fragrant gum, highly prized by the shepherds for its supposed medicinal qualities. This wonderful plant belongs to the same family as the parsnip and the carrot.

**ALASKA'S BOUNDARY LINE.**—Against the conclusions of the United States survey, Canada has the observation of William Ogilvie of the Canadian survey party, which explored the Yukon district in 1888. Ogilvie spent the winter in making astronomical observations for the purpose of ascertaining the position of the 141st. deg. of longitude, which he finally placed about 90 miles west from the boundary line as run on United States maps. This is very important, because the line passes through the best gold-bearing districts yet discovered in the country.

**METALS WORTH MORE THAN GOLD.**—Most persons would probably name gold as the most valuable metal, platinum second, and silver third. Gold is worth about \$240 per pound, troy; platinum, \$130, and silver, about \$12. Nickel would be quoted at about 60 cents, and pure aluminum \$8 to \$9 to the troy pound. Compare these with the following: Cerium, \$1930 per pound; Calcium, \$1800; Glucinum, \$3000; and gallium, \$39,000. The latter is exceedingly rare and hence its high price. Several other metals are worth more than gold.

**COLORS OF ROSES.**—A money prize has been offered for many years by the French academy for the florist who will produce a blue rose, but as yet no one has succeeded in winning it. Many other colors, however, have been produced. Natural and assisted selection has produced one hundred shades of red, from the lightest pink to the darkest crimson. There are the Marechal Niel and a hundred or two more varieties of yellow. Black, even, has been evolved from the darkest crimson. The white rose, which the Moslems devoutly believe sprang into being from the great drops of sweat that fell from the brow of Mahomet in his ascent into heaven, once astonished a florist with that freak of nature known as the green rose. Its petals are jagged, curled, serrated, or like a bunch of green rose leaves, or like a head of lettuce on a very small scale. The edges of a rose's petals may be turned ashy white by holding it in the fumes of a burning match. It is said that if the stem of a white rose is placed in red ink the liquid will be absorbed so that the petals will in a few moments blush faintly.



## EDUCATIONAL NOTES.

A TEACHER who had read that there were numerous applications at good salaries, for teachers "trained in the methods of the New Education," writes to ask what he shall do to get the good salary. He holds a second grade certificate and receives \$28 per month. We cannot be specific, for we do not know this teacher's case, except the two items above noted. There is an old truth that he who would reap largely must sow largely. Has this teacher done this? We think not. He probably has only the education and preparation furnished by the common district school. Once that was enough; if the man could "govern" very small attainments would suffice; but that time has passed. The day has come when specific and extensive preparation is demanded of those who aim at the highest places.

If we should suggest that this teacher ought to go to a normal school he would probably reply that he could not do so for want of money. Suppose he knew he could get \$100 per month when he graduated from a normal school, would it not pay him to borrow the money needed? He may say he does not know he will get \$100 per month: true, this is a life of much uncertainty; he does not know that he will live; it may not be well for him to buy a new suit of clothes on that account.

We shall not urge him; if he does not feel within him the assurance of success when he gets more knowledge and skill it will be best to be content with his \$28 a month.

PROF. J. MARK BALDWIN, of the University of Toronto, contributes to *Science* the following in reply to the psychological question, "Why is it that I recognize an image when it returns to my consciousness?"

"I have recently had an opportunity to test a little child six months and a half old, with these points in view, and the result was quite instructive. Her nurse, who had been with her continuously for five months, was absent for a period of three weeks, and on her return was instructed first to appear to the child simply in her usual dress but to remain silent; then to withdraw from sight, but to speak as she had been accustomed to; and finally to appear and sing a nursery rhyme, which by special care the little girl had not been allowed to hear during the nurse's absence. The first result was that the child gazed in a questioning way upon the face, but showed no positive sign of recognition; yet the absence of positive fear and antipathy shown at first toward the substitute nurse, indicated that the visual image was not entirely strange. Second, the tones of the nurse's voice were not at all recognized, as far as passive indications even of familiarity were concerned, a result we would expect from the greater purity and simplicity of the auditory images. The third experiment was attended by complete and demonstrative recognition. The visual (face) and auditory (rhyme) images must have re-enforced one another, giving again the old established complex apprehension of the nurse.

"As to the ultimate meaning of recognition, we are quite in the dark; it is only its mental conditions that fall to the psychologist. On the view given above, it would seem to rest in the active side of our mental life, and to consist in the diminished expenditure (whatever that is) involved in the repetition of an act of attention.

"This case also shows, as far as any individual case can, that images from different senses vary greatly in intensity in early child-life, that they are not well differentiated from one another, and that even at the very early age of six months special memories are becoming more or less permanent."

This leads to the remark that the teacher should be a student of the actual facts of psychology, as in this case.

A "book psychologist" is easily made, but he is no psychologist at all after he is made. Psychology comes from observing and thinking.

We have asked the teachers to study the child psychologically, and to note their observations. We give the observations made by the celebrated authoress, Jean Ingelow, as she presents them in *Longmans' Magazine*:

"A curious instance of dormant memory in a child took place in our family. My mother went on a visit to my grandfather taking with her a little brother of mine who was 11 months old, and his nurse. One day this nurse brought the baby into my mother's room and put him on the floor, which was carpeted all over. There he crept about and amused himself according to his likes. When my mother was dressed, a certain ring that she generally wore was not to be found. Great search was made, but it never was produced, and the visit over, they all went away, and it was almost forgotten.

"Exactly a year after they again went to visit the grandfather. This baby was now a year and 11 months old. The same nurse took him into the same room, and my mother saw him, after looking about him, deliberately walk up to a certain corner, turn a bit of the carpet back, and produce the ring. He never gave any account of the matter, nor did he, so far as I know, remember it afterward. It seemed most likely that he found the ring on the floor and hid it, as in a safe place, under a corner of the Brussels carpet where it was not matted. He probably forgot all about it till he saw the place again, and he was far too infantile at the time it was missed to understand what the talk that went on was about, or to know what the search, which perhaps he did not notice, was for."

In a lecture given at Bedford, on the "Methods and

Aims of Education," by Mr. Arthur Ransom, we find some sound common sense ideas: "When your child leaves school he or she should be a strong, eager, self-controlled and self-reliant individual, ready for any effort, quick to see and learn, apt in applying knowledge, and with a strong appetite for the good and the true. The amount of actual knowledge of facts which a child brings away from school is of far less importance than the character of the training which has been undergone. The whole of life is the time for learning facts; the school is the place in which to acquire the art of learning, the art of using one's own powers to the best advantage. A mere memoriter school teaching, an incessant ramming in of facts, clogs and deadens the mind without developing it, and not seldom stunts and disables it for life; while a careful and wisely ordered system of training both strengthens and develops the mind, and renders it capable of life-long pleasurable and vigorous exercise. The victim of cram leaves school hating learning, and prone to seek recreation in things that are dangerous and unwholesome, both physically and morally; while the child who has been rightly trained finds life a continuous period of healthy stimulus and the world an inexhaustible treasury of attractive knowledge."

Now we would like to know if the school system there does produce these effects he claims should be produced. Do they have "cram," and a good deal of it?

"A PIECE of crown glass forty inches in diameter and two inches and a half thick has been shipped from Paris to Clark Brothers, of Cambridge, Mass. It is intended for a forty-inch object-glass of a telescope for the University of Southern California, exceeding in size the Lick telescope. About two years' careful labor will be required to convert the rough glass into a finished lens." (Here is an admirable text for the older boys and girls. If the teacher can do no better, let him get two watch glasses, and fasten them together; then filling a hole, fill with water, and show the effect of such a shape on the rays of light.)

MR. CARNEGIE decried college training. A writer in *the Tribune* says:

"It is true that the actual knowledge which a college course gives a man, is not often put in practice in ordinary business, yet the training which he gets from college is of the greatest advantage to him who enters commercial life. I graduated as both civil and mining engineer after a five years' college course; what I actually studied in college has been of no practical use to me in business, yet the stick-to-itiveness which I learned at college has been of the greatest benefit. Were I going through college again, knowing that I would enter into business life, I would, nevertheless, take a full classical course and not a scientific one."

Here it appears the benefit is in the habits imparted; let the teacher think of this and see if he is impressing such habits.

DEPT. STATE SUPT. CHAS. R. SKINNER writes concerning the Cornell university scholarships: "The act was passed in 1887 to authorize the state superintendent to fill 128 scholarships on examination, giving him power to fill vacancies in one county by candidates from another. There were

in 1887 173 candidates; 9 counties not represented.

" 1888 198	" 10	" "	" "
" 1889 233	" 6	" "	" "
" 1890 229	" 6	" "	" "

New York county has never filled its scholarships in the four years she has been entitled to 96 scholarships, and has held only 6. In many counties they are eagerly sought for. In 1888 there were 20 candidates, that could not be appointed; in 1889 there were 40, and the same in 1890."

THE tenth anniversary of the dedication of the Slöyd seminary at Nääs, in Sweden, was held June 13. Appropriate speeches were delivered by Herr Salomon and others. Ten years ago the seminary was opened before an audience containing one hundred invited guests and ten students. Now there are ten invited guests and more than a hundred students. Herr Karling, of Yönköping, spoke in the name of these from Sweden, and Signor Figueira, inspector-general of the schools of Uruguay, and Madame Pavlovitch, of St. Petersburg, on behalf of the foreign students who had attended at Nääs. The British Association invited Miss Chapman and Miss Nyström, pioneers of the Slöyd system in England, to be present at their annual meeting, at Birmingham, with two of their pupils, in order to demonstrate their system, believing it will be a valuable factor in the physical education of the young.

WE want to know how things are in Nyack, N. Y. The board of education requested the resignation of Principal John A. Demarest, saying that he lacked

power to discipline the children under his control, and supposing he would resign they gave him a handsome recommendation, setting forth a long list of qualifications. But Mr. Demarest did not resign but published the recommendation. School Commissioner Knapp says that Prof. Demarest is a strict disciplinarian, and that the Nyack school is at the head of the schools of Rockland county. About 2,000 citizens signed a petition, condemning the board's action and asking for Mr. Demarest's re-engagement. The school boards don't have it their own way all the time.

THE laying of the corner-stone of the Lockport union school brought together a great number of people. The Grand Lodge of Masons conducted the ceremonies; several lodges of masons assisted; many other bodies were present. We hope no teacher will allow even a country school-house to be occupied without dedication ceremonies. "Exalt education at all times." Draw the attention of the public to it.

A VERY good man in Iowa writes to know if we would like "Clippings of educational happenings in that state." Yes, but not to publish. We could easily fill up this paper with items like these: "Prof. Green, of Oxford College, thinks it a good thing for the student to walk a mile before breakfast." "Prof. Black of Highberry Academy sometimes plays base ball with his students." Now if each of the forty-four states should give us ten items a week of ten lines each, we should have two pages of material—but they would not be worth anything.

We read all the news we can get from the forty-four states and thus post ourselves on their progress. It is hard work, but we do it. We want any one and every one to send us clippings; but we do not agree to publish them; we will read them and use them if they "point a moral."

MR. EUGENE H. HARRELL, editor of the *The North Carolina Teacher*, says, "We have taken the trouble to compare the work in our public schools with that of children in the average schools of Connecticut and New York, and we found the work of the North Carolina children fifty per cent. better."

That is right to the point. We always knew the schools of Connecticut and New York could do as well again, and have been censured because we said so. It has now been proved, you see. But, really no one doubts they have good schools down there. But the correct thing is to compare the work of the various grades in the various states. We believe in comparing the work.

THE headmastership of Phillips (Exeter) academy, which has been vacant a year, is given to Charles E. Fish, of Worcester. He is a graduate of Phillips (Andover) and of Harvard's class of 1880, and has had great success in fitting boys for college. We call attention to this, that it may be seen how great the demand is for really able men as teachers. There are many schools that wait as did this one for the right man. Who are planning to be right men? This incident is in mind of one that so planned. He simply studied to be a good teacher and took a place at \$1,200. In that the principal said, "This is no place for you, you are worth double that." The officers of another school came to see him, and told what they wanted. He said: "I can do that," and was engaged. "But," said one, "we have not told you the terms." "It is the place I want," was the reply. After a few minutes' consultation the president said, "We intended to give you \$2,500, but shall make it \$3,500; we like your spirit." Now it is not well for a man to name no price. We do not commend that; we commend the spirit that said, "I aim at a higher success."

REMOVALS of teachers without cause is one of the sensations of the summer. Prof. W. W. Hendrickson was removed from the head of the department of mathematics in the United States Naval Academy. There was no cause of complaint; seventeen years ago he resigned his place of lieutenant commander in the line to take this post. It will not always be so.

ONE of the objections made by the opponents of manual training is that "it will make a nation of tinkers." The *American Cultivator* has a word to say on this point: "A man who is always tinkering around, making something or other in the mechanical line, is never found spending his leisure hours in a gin mill or saloon." And a Western paper says, "Since the new teacher has taken hold of the boys he has developed an interest in putting things to rights, the boys have made shelves and



cases and are filling them with bugs of all kinds. Those boys will not be wasters of time."

CLARK UNIVERSITY will give a one year's course in the History and Principles of Education, beginning in October next. The methods will consist of lectures, conferences, lines of reading, etc. This course is designed for those who desire to qualify themselves for professors of education in colleges or normal schools, and for superintendents and principals.

A PRINCIPAL at Saratoga who was smoking a fragrant "Henry Clay," was met by another who said, "Narcotics?" At that No. 1 pulled out a card on which this slip was pasted: "The naked savages twist long leaves together, light one end at the fire, and smoke like devils."

THE Lutherans of Missouri passed some resolutions relating to the Wisconsin decision, shutting the Bible out of the public schools: "Therefore all Christians who educate their children in schools are in duty bound to entrust them to such schools only as secure the education of children in the nurture and admonition of the Lord." Now will they still send to the public schools? Yes, if they are good ones.

THE time has been, and is now, that any man considered himself ready for a professorship of education in a college or normal school. In one case a professor of education was made out of a professor of chemistry. "Why not?" many a reader will say.

THE sixth hundredth anniversary of the foundation of the university of Montpelier has been celebrated this year. All the great technical schools of Paris and the French provinces were represented, and deputations from many foreign universities were present. The proceedings began on May 22, by a great reception in the university hall. Its most flourishing period was from the twelfth to the fourteenth century. Petrarch spoke of it as a kind of ideal university. It made special progress in studies based on the observation of nature.

THE *Guardian*, of London, a paper we like to see, says "in consequence of the exclusion of religious teaching from the common schools, large numbers of private schools have sprung up that are conducted on denominational principles. In Philadelphia the private school attendance is 30,000, against 110,000 in the public schools; in New York there are 142,000 enrolled in private schools. There are over 100 cities in which the attendance at private schools exceeds 25 per cent. of all; and in seven of those their ratio exceeds 50 per cent., and in one instance is close on 65 per cent., so impossible is it to defy the religious instincts of a people."

A MEETING of the "Teachers' Guild" was held in London, in June. It now has 4,000 members; it proposes to bring into Parliament a bill for the registration of teachers, which shall permit all actual school teachers of twenty-one years of age to register, but after three years no teacher will be allowed to come on the register who does not present—(a) satisfactory evidence of a knowledge of the history, theory, and practice of education; and (b) satisfactory evidence of practical efficiency and experience as a teacher for two years previous to the application for registration. This looks like progress in England.

#### NEW YORK CITY.

The license of George Steinson, a teacher in Grammar School No. 29, in this city, expired March 2, and Supt. Jasper refused to renew it, or permit him to teach, and so he appealed to State-Supt. Draper. Mr. Draper finds that Mr. Steinson had ample authority, regardless of the certificate issued to him by the city superintendent, to teach in any grade in the city of New York. Having such authority, and being so employed, he could not be removed from office, except in two ways. First, by revocation of his certificate as a teacher, and second, by the action of the board of education. There was no action of the board of education in the premises. Supt. Draper therefore concluded that he has been unlawfully deprived of his position, and that he now stands entitled to exercise the functions and receive the emolument of such position.

The whole system is built up and rejuvenated by the peculiar medicine, Hood's Sarsaparilla.

## BOOK DEPARTMENT.

### NEW BOOKS.

ROYAL SONGS. For Public Schools, Singing Schools, Juvenile Conventions, etc. By J. H. Leshe and M. L. McIntire. Bluffton, Ohio: C. D. Amstutz. 48 pp. 15 cents.

Every teacher should thoroughly appreciate the value of singing in school. It rests the minds of the children after a long period of study or of recitation, gives an outlet for some of the energy that would otherwise be expended in mischief, and makes the keeping of order easier. This little book is valuable for what is left out of it. It is not made bulky by a lot of useless matter. There is no song in the collection that cannot be used for enlivening the school, the home, and the entertainment. The notation is brief and simple, and contains all that is necessary for the student of the elements of music. The songs for opening school include: "Awake and Sing the Song," "A charge to Keep I Have," "Come Thou Fount," "Gently Lord," "How Sweet the Name," "My Soul be on thy Guard," "Opening Song," "One there is Above All," "Our Father in Heaven," "Our Prayer," and "While Thee I Seek." It will be seen that the selections are mostly of a devotional nature. There are several temperance songs and a large number of miscellaneous songs of a lively character. Teachers will find this book a great help.

CONVENTION CAROLS. By R. A. Kinzie, J. T. Reese, M. S. Calvin, and Daniel Hahn; Bluffton, Ohio: C. D. Amstutz. 128 pp.

The book contains all the necessary explanations, exercises, and compositions for public school, singing school, and convention work. In addition to this it has numerous anthems and other sacred compositions. On examining the book we find a great many old favorites and others that will be favorites wherever this song collection finds its way. Among them we find such light, cheerful pieces, as "Skating Glee," "Trip, Trip, Trip," "Sleighing Song," and "Song of the Fairy;" and those of a soberer type, as "Autumn Leaves again were Falling," "Home of Early Days," and "By and by the Roses Wither." The sacred music includes many old church tunes, such as "Worthington," "Oberlin," etc. Mr. Leslie's publications (this being one of them), that were recently transferred to Mr. Amstutz, have obtained a wide reputation for excellence and we have no doubt "Convention Carols" will make friends wherever they are used.

SHAKESPEARE'S JULIUS CÆSAR. With Introduction and Notes. By K. Deighton. London and New York: Macmillan & Co. 184 pp. 40 cents.

This is one of the convenient little volumes of Shakespeare that have been prepared by this author. If anything were needed to increase the popularity of the great dramatist these volumes would surely accomplish the purpose. The introduction contains a criticism of "Julius Cæsar" and a sketch of the plot; then comes the play itself, and finally very elaborate notes that take up more than half of the volume. One who wishes to study this masterpiece critically, to understand all the peculiarities of expression, could do no better than read it in connection with these notes. No play is more worthy study, unless it be "Hamlet," and none other, unless it be the one mentioned, is quoted so often and so copiously.

ALDEN'S MANIFOLD CYCLOPEDIA. Vol. 21. Garretson, Cox & Co., publishers, New York, Chicago, and Atlanta. 629 pp.

This volume begins with "Jordan" and ends with "legacy." Great care is noticed in the preparation of the cyclopedia and this together with its cheapness make it the one for the people. A feature of very great importance is the pronunciation of all titles, the names of persons, countries, etc., as well as of the ordinary words found in a dictionary. Among the great number of interesting subjects treated in this volume we notice: Jurisprudence, Jury, Jute, the States of Kansas and Kentucky, very full and brought close down to date, Knights of Labor, Latin Language and Literature; also biographical sketches of such noted and interesting characters as Josephus, Junius, Kent and Kant, Clara Louise Kellogg, Mrs. Kemble, George Kennan, Louis Kossuth, Lafayette, Gen. Robert E. Lee. The volumes are especially valuable in families and schools on account of their convenient size and the great amount of information given in small space.

LONGMANS' SCHOOL GEOGRAPHY FOR NORTH AMERICA. By George G. Chisholm, M.A., B.Sc. and C. H. Leet, B.A. 884 pp. \$1.25.

This is not a book with large pages and maps, such as was our conception of a geography in our school-boy days. It has no maps, but there are numerous and beautiful illustrations that greatly increase its attractiveness. All branches of the subject—descriptive, physical, political, and astronomical—are treated as fully as deemed necessary for the ordinary student. That part relating to the United States will be found to have more coherence than it has in most geographies. The subject is considered as a whole instead of being broken up into sections relating to the states, which would cause much repetition. The reasons why cities have grown up in certain places are explained. Especially good is the introduction, which treats of latitude and longitude, the seasons, rivers, changes and agents of change, marine deposits, earthquakes, underground heat, winds, tides, relations of sea and land, glaciers, icebergs and

ocean ice, climate, man, animals, minerals, etc. Coming at the beginning of the book, the student gets an idea of the forces that have been and are at work on the earth, and he is prepared to understand the parts descriptive of the continents that follow. The information is well up to date especially that about Africa where the recent explorations have made necessary many changes in the geographies. This is unquestionably an excellent text-book. If not used as the regular text-book it might be used for supplementary reading, or outside the classes to extend the pupil's knowledge.

### REPORTS.

THE HISTORY OF FEDERAL AND STATE AID TO HIGHER EDUCATION IN THE UNITED STATES. By Frank W. Blackmar, Ph. D. Washington: Government Printing office.

This history shows the attitude of each colony and of each subsequent state towards colleges and universities. The writer discusses the use of national education, with its relation to local, and brings forward the opinions of statesmen and scholars concerning the duties and functions of the government in public education. The investigation shows that in nearly every instance the foremost desire of the people have been for colleges and universities rather than for schools of a lower grade.

### ANNOUNCEMENTS.

LONGMANS, GREEN & Co. announce a story, entitled "Toxar," by the author of "Totho." "Toxar" is a crafty British slave who serves a Greek tyrant to his death.

D. APPLETON & Co. issue a novel, "Throckmorton," by Miss Mollie Elliot Seawell, of Washington, a niece of President Tyler.

G. P. PUTNAM'S SONS have ready for publication, "Seven Thousand Words often Mispronounced," one of the most successful of Mr. Phye's books.

MACMILLAN & Co. announce for publication next month a new story of Mr. Crawford's, entitled "A Cigarette-Maker's Romance."

A. C. McCLURG & Co. have recently issued, in their very attractive series of Laurel-Crowned Tales, Lamartine's "Raphael; or The Pages of the Book of Life at Twenty." This story is an admirable example of Lamartine's literary genius.

LOVELL'S International series has a recent addition in "The Mystery of M. Felix," by B. L. Farjeon.

LEE & SHEPARD have just published a book that will be in great demand, "Heroes and Martyrs of Invention," by George Makepeace Towle.

HENRY HOLT & Co. include among their teachers' hand-books, "Latin Pronunciation: a Short Exposition of the Roman Method," by Prof. Harry Thurston Peck, of Columbia College.

FUNK & WAGNALLS have brought out a collection of poems for children, chosen with discrimination from many authors, by the Rev. Dr. W. H. Luckenbach, under the title of "Song Stories for Little People."

HARPER & BROF. offer "The Aztec Treasure House," by Thomas A. Janvier, a story something after the Haggard style. It is full of interest.

HOUGHTON, MIFFLIN & Co.'s publication, Henry James's two-volume novel, "The Tragic Muse," is a sustained conversational discussion and fine analytical criticism of the art of acting manfully, and subordinately of portrait painting, politics, and the gospel of aestheticism.

D. LOTHROP COMPANY have just issued "Hermit Island," by Katherine Lee Bates; "The Crown of Life," selections taken from the writings of Henry Ward Beecher, by Mary Storrs Haynes, and "The Golden Key," one of George MacDonald's short stories.

A. S. BARNES & Co., having sold most of their school book publishing business to the American Book Company and their book jobbing department to the Baker & Taylor Company, intend to close out the stationery stock. They will still continue the publishing of many books not sold to the American Book Company and have removed to 751 Broadway. They will there carry on the sale of their stationery specialties in pens, inks and mullage, which has grown to an immense business.

### CATALOGUES AND PAMPHLETS RECEIVED.

Annual Graduating Exercises of Pierce College of Business, Philadelphia, Dec. 19, 1889. Thomas May Pierce, M.A., principal. This institution fits youth of both sexes for business life. The large graduating class for 1889 indicates that it is prospering greatly. With the pamphlet we have received specimens of the penmanship taught at the college, and admire its beautiful simplicity. It appears to us that one trained after this system would develop an easy, rapid business hand. Flourishes are well enough for ornament, but the young man finds them a useless incumbrance in practice, and generally drops them.

### MAGAZINES.

The *Century* for August has a beautiful frontispiece "Madonna and Child," by Sandro Botticelli, engraved by T. Cole. In "The Treasures of the Yosemite," by John Muir, are described some striking features of the famous California valley. "The Perils and Romance of Whaling" is an elegantly illustrated article. In Jefferson's autobiography (the tenth installment of the series) are given some reminiscences of John Brougham, T. W. Robertson, Artemus Ward, Geo. D. Prentice, etc. Mr. La Farge continues his artist's letters from Japan, illustrated by himself. "The Anglomaniacs" is a serial by Edith M. Thomas, that will attract the attention of her many admirers. "A Yankee in Andersonville" is an article giving an idea of some of the hardships in that historic military prison.

The leading article in the August *North American Review* is by Gen. W. T. Sherman, who gives his opinion of "Our Army and Militia." Gail Hamilton writes graphically of "Society Women Before Christ," and Dr. Paul Gieber describes the Pasteur treatment. Among the other articles are: "False Hydrophobia," by Dr. W. A. Hammond; "Recent Progress in Theosophy," by Mme. Blavatsky; "Professionalism in Sports," by Hon. Theodore Roosevelt; "American Influence in China," by Hon. John Young; "A Reply to X. M. C." by Hon. Thomas B. Reed and a Democratic leader; "In Westminster Abbey," by the dean of Westminster; and "The Capture of Canada," by Erastus Wiman.



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An Eastern College President asks us to name a candidate for Principal of Preparatory. Must teach Latin and Greek. Salary, \$1,200 or over. An A-1 position. College stands second to none.

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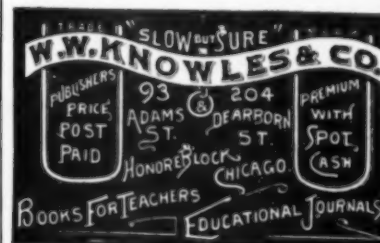
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## THE QUESTION BOX.

[The following questions relate to civil government.]

**What is government?** Government is the power, which has the control, direction, and administration of laws.

**Define civil government and law.** Civil government vests its powers in officers elected by the people or appointed by some authority. Law is a rule of action.

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**Why is government necessary?** Government is necessary to protect the rights of the people.

**What are rights?** Rights are those principles upon which people have a just claim.

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Name six different forms of government that have been known to exist. Patriarchal, theocracy, monarchy, aristocracy, democracy, republic.

**Explain the patriarchal form of government.** It is one in which the father is the chief or ruler of the family. Abraham was a patriarchal ruler.

**The Heart of the Alleghanies.**

Writing of a recent trip across the mountains of West Virginia a gifted journalist says:

"Twilight on the grade is grand. The mountain summits look like the bushy tops of trees. The sun has disappeared in a ball of fire at his 'jumping-off place,' but the vivid lighting of the western sky by the still upturned illumining face below the horizon is in marked contrast to the gathering shades behind the rushing train. From shelf to shelf, from crag to crag, from brink to brink, we almost fly. Like a flashing transformation, rendering almost past belief the fact that the scene is in the midst of the Alleghanies, comes a bit of landscape gardening with all the beauties of walks and hedges and bright hued flowers, a mountain brooklet tumbling through the center—Buckhorn Wall, the most noted and most admired view that can be had from any known point in the Alleghany range. To enable the road to span the tremendous gorges, a massive wall of cut stone was erected for a distance of several hundred feet, and more than a hundred feet above the foundation rock. As the river makes an abrupt turn at right angles, a deep canyon is opened up for miles. Range after range of mountains disappear behind each other. The shadowy outlines of single peaks steal out through the haze."

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**Explain the theocratic form.** It is one in which the laws that govern the people are received directly from God. Example: The Hebrews who received their laws directly from God on Mt. Sinai.

The aristocratic form is one in which the government is managed by a privileged order of men distinguished for their rank or wealth. Example: Ancient Venice, and at present, House of Lords, England.

**The monarchical form** is a government in which the supreme power is in the hands of one person.

State the forms of monarchical governments. Absolute, limited, hereditary, and elective.

**What is an absolute monarchy?** It is a monarchy in which all the power is vested in or proceeds from one individual. Example: Russia.

**What is a limited monarchy?** It is a monarchy in which the ruler or monarch is restricted by a constitution. It is sometimes called a constitutional monarchy. Example: England.

**What is a hereditary monarchy?** It is a monarchy in which the throne passes from father to son or from the monarch to his successor by inheritance. Example: Germany.

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**What is an elective monarchy?** It is a monarchy in which the monarch is elected for life and at his death another one is elected or appointed by the people.

**Explain the democratic form of government.** It is one in which all the people meet together to make, execute, and interpret their laws. In ancient Greece there were some such forms of government.

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